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The Centennial Program of Guilford College

Guilford College, North Carolina

Chartered - January 13, 1834

Founded - - August 1, 1837



ONE GREAT CENTURY CHALLENGES ANOTHER



Centennial Bulletin Number One
(The Centennial Program in Outline)

THE GUILFORD COLLEGE BULLETIN

Volume XXVIII

Number 1

January, 1935

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The Centennial Program will be published as follows

1. The Centennial Program in Outline—
(One Great Century Challenges Another)
Issued February 1, 1935
2. The Annual Giving Fund and the Centennial Program—
(The Living Endowment)
Issued March 1, 1935
3. The College Plant and Equipment for the Second Century—
(Adequate Educational Facilities)
Issued April 15, 1935
4. The Educational Program of the College for the Centennial Program—
(Character and Education)
Issued June 1, 1935
5. The Spiritual Life and the Centennial Program—
(The Fundamental Basis for Guilford's Educational Program)
Issued August 1, 1935
6. Finance and the New Century—
(Insuring Guilford's Service for the Future)
Issued September 15, 1935

The Guilford College Centennial Program



A hundred years ago North Carolina Quakers, quickened by faith and conviction, determined to build a school. That school has endured, and now we determine that its second century shall be worthy of its first. The Centennial Program is the answer to the challenge of the past. As the founders planned, they saw a vision of education which took visible and tangible form before their eager eyes — we hope that our period of planning may witness a rebirth of that same feeling, a time of rededication. To that end, we have studied our guiding traditions, our inherent principles, our needs, and our conception of what a second century of growth may mean to us. We should like to remind you of our achievements and show you our possibilities.

Some Achievements of Guilford College

1. Guilford College has developed a progressive curriculum which has attracted much favorable comment. It has passed through a long experimental period and has demonstrated its value.

2. Guilford has always educated women as well as men; in fact, it is the oldest coeducational institution in the South. This policy was dictated by strong Quaker convictions that women should share educational opportunities.

3. The cooperative housekeeping plan made permanent in Mary Hobbs Hall originated as Guilford attempted to offer women an opportunity to maintain themselves in college. Guilford was a pioneer in this field.

4. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim; the carefully organized elementary system promoted by the Baltimore association and supported by Guilford is important in its relation to the establishment of the early academies and the first state school system; and a great number of educational leaders have gone forth from this institution to secondary schools, colleges, and universities.

5. Guilford College represents a century of continuous service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction. It endured hardship but it continued, serenely educating its young men and women, bearing testimony to Quaker principles of peace and brotherly love.

6. Accomplishments of Guilford's leaders outside of the college itself have meant much — Nereus Mendenhall helped Guilford College community to become the first rural special tax district in North Carolina, Allen Jay established the first model farm in the state, Dr. Hobbs served for many years on the state board for examining teachers. Mary Mendenhall Hobbs carried her concern for education for women beyond Guilford College and touched the founders of North Carolina College for Women with her enthusiasm; Dr. Binford took the lead in establishing the North Carolina College Conference.

7. Established and maintained by the Society of Friends, the school early in its career admitted students not belonging to that denomination and has always been characterized by its atmosphere of toleration and friendliness. It believes in the social applications of the Christian life.

8. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the value of an athletic program.

9. Yet after all, Guilford's greatest achievements may be read in the lives of her former students and graduates. In their loyalty and support lie our highest recommendations and in the quality of their service as civic and rural leaders, an evidence of our ability.

Changing Need for Guilford College

From the days of its founding as New Garden Boarding School, Guilford College has seen the old order change, yielding place to the new many times, and the history may be written in terms of the shifts in emphasis, the adaptation to the period, the constant attempts to meet every varying demand made of education and educational institutions. This has meant growth, yet the school has never departed from one set of underlying principles upon which it was established. These are to increase and disseminate knowledge, to train teachers, to give every student what he needs, to furnish the Society of Friends, particularly in North Carolina, with an educated ministry and membership, to produce an educational environment in which the values Friends have judged to be essential to Christian life are emphasized. Back of these aims was the very real conviction that these were not glib generalizations to be set on paper and forgotten, but the vital principles by which the young school must live. From the first it stood for scholarship, integrity, and simplicity. It had taken courage, even daring, for a small denomination to assume the responsibility, but the concern could not be denied — boys and girls must be educated. Even during the acute financial distress of the Civil War period, the school remained open, because Friends saw that it must. It is hard

for us to conceive of conditions before there were public schools, but our ancestors knew by experience what the value of education was, and they were ready to sacrifice that it might exist.

Thus, in its first period New Garden Boarding School met the desperate need for secondary education and supplied scores of teachers for primary and secondary schools. Yet by 1873 signs of change began to appear. This was not enough. North Carolina Quakers wanted a college, the Baltimore Association supported them, and steadily the conviction grew that there must be education beyond the secondary level. In 1889 New Garden Boarding School became Guilford College — another need was met; another generation served. Steady growth had brought a change as inevitable as nature's are.

From that time forward, the modern Guilford has developed by sure and definite steps. The cooperative housekeeping plan was devised to give women a chance to aid themselves and it led to the present student help program; building was carried forward — beginning in 1891 and ending in 1912, two or more buildings were added each decade; enrollment increased to the three hundred mark; the endowment was made more nearly adequate; standards were raised, and Guilford College was admitted to the Southern Association in 1926. Since then the greatest progress has come in the development of a new curriculum and in the expansion of the library facilities. These in brief are the achievements of the first century. If you read a book behind each word, Guilford's progress can be summarized in seven short ones: need, growth, transition, expansion, recognition, scholastic advance.

The last is the most important, for the curriculum is quite distinctive; it merits attention and praise. In fact, it is the bright hope of the future, and Guilford believes in it today as New Garden Boarding School believed in its mission of education. The vision is not lacking; here is something which demands fulfillment.

The Changing Resources

As Guilford grew, resources increased. There were gifts, some of the largest being from the Baltimore Association, Andrew Carnegie, The Carnegie Corporation, The General Education Board, Benjamin N. Duke, and James B. Duke; tuition fees were increased until in 1934 they amounted to \$153 per student; the endowment funds were augmented; the value of buildings and equipment grew as may be seen from the accompanying tables*; there was income from funds held by the Yearly Meeting—all this looks quite satisfactory. Yet Guilford was expanding rapidly during much of this time and had an alarming tendency to outgrow the budget. Then too when emergencies or depression came, resources dwindled and growth was much stunted. Crises have been met with heroism; the college has been saved from extinction, but such periods have weakened its position immeasurably. What we need now is financial security. No college can march rapidly toward any goal, no matter how important its progress is, when its energy is sapped by continual financial limitations.

Resources have been well managed, and a great deal has been accomplished with minimum expenditure; yet the time for expansion and progress has come to us again, and with it the need for material increase in financial backing.

*The following summary will show how the value of the buildings and equipment has grown:

1837	\$ 12,000	1930	\$430,894
1900	68,100	1932	434,299
1908	105,000	1933	438,273
1916	170,000	1934	442,253
1922	340,000		

*The following table will show how the endowment has increased:

1851	\$ 10,000	1926	\$520,334
1888	20,745	1928	557,887
1892	50,000	1930	585,676
1905	175,000		(Income \$30,000)
1907	178,793	1932	589,060
1917	181,393	1933	584,753
1918	182,000		(Income \$18,000)
1919	191,086	1934	582,958
1925	368,412		(Income \$20,000)

Changing Leadership

Nourished by the wisdom and devotion of its leaders, Guilford has grown strong. In every period men and women have appeared who believed so firmly in education that they gave their youth, their idealism, their scholarship, the ripe counsel of age to the school and the college in abundant measure.

Jeremiah Hubbard and Nathan Hunt were the first to carry the proposal for a school through the Yearly Meeting, Nathan Hunt together with Dugan and Asenath Hunt Clark brought the young school successfully through its critical first years. In 1839 Nereus Mendenhall came to New Garden Boarding School as a teacher, and from his class room such men as Braxton Craven, first president of Trinity College; A. Marshall Elliott, a great professor of Johns Hopkins; Pendleton King, professor at Baton Rouge, consul, and diplomat; and Lewis Lyndon Hobbs, first president of Guilford College, went forth. The high standards he set nearly a hundred years ago have influenced the school in all the years since. His work was carried on by Lewis Lyndon Hobbs and Mary Mendenhall Hobbs. The intellectual strength and integrity of this institution over a long period was due to them and to J. Franklin Davis and Mary E. Mendenhall Davis. These four — Dr. Hobbs, who literally built Guilford College; Mary Mendenhall Hobbs, who united earnest conviction on the education of women with most effective action; J. Franklin Davis, whose scholarship was exceptional, and Mary Mendenhall Davis, whose fine influence was widely felt, have given the institution such a heritage as it shall never forget.

Jonathan and Elizabeth Cox assumed responsibility for the financial management of the school during the Civil War; they lost their fortune but they saved the school. Isham Cox in the very days when war was being fought raised enough money to clear the school from debt. Then in the long period of Reconstruction, Francis T. King and J. C. Thomas, great powers of the Baltimore Association, offered their support. Without them the transition to Guilford College would have been much more difficult to make. North Carolina Quakers showed their realization of their immense debt to Francis T. King by insisting on

naming the college in his honor, but he thought it should have a name rich in native tradition and suggested Guilford for it. They yielded then, but they called one building by his name.

Another man who did a great deal for New Garden at this time was Joseph Moore, the last principal. He was a scientist, a pupil of Agassiz, and in his four years here, the interest in science grew apace.

Among the many leaders three more at least must be mentioned; Allan Jay repeated the achievement of Isham Cox and cleared another debt in calmer times (1904); Priscilla Benbow Hackney left the imprint of a beautiful and dignified character; H. Louise Osborne, all friendliness and wit, made generation after generation of college women cherish her memory. Associated with these leaders were many other teachers whose greatness is to be measured by their influence.

Guilford has always been fortunate in the quality of the trustees and in the service they have given so freely.

Dr. Thomas Newlin as teacher and president served with friendliness and understanding. Dr. Raymond Binford's administration united financial and educational progress. The modern Guilford had been built under Dr. Hobbs; when Dr. Binford became president, the most immediate need was for an adequate endowment. Dr. Perisho aided in the campaigns. Thus, rapid educational expansion was made possible, the faculty was strengthened, the library facilities increased, a progressive and distinctive curriculum adopted, and the Centennial Program started. Another period of Guilford's history has passed, but in it are deep rooted those qualities which we hope our second century will bring to full fruition. Once more transition has occurred; a new era opens before us; and we press forward confident under the leadership of Dr. Clyde A. Milner. He is exceptionally well prepared for his task, and provided that this college can answer the challenge of its leader, its program and its past, high destiny awaits it.

The Challenge of the Age



The leadership and the program are already ours; we see new fields opening before us not as much in the increased scope of the educational program as in the intensity of its application. We realize that long development has brought us within sight of a period of high achievement — yet if we are to reach that promised land in this generation, there must be financial security. We must provide the resources which will present the program in all of its strength and clarity and will permit our leaders to devote themselves to its achievement. The challenge is before us. With the heroism of our founders, the courageous devotion of a century of leadership, our own steadfastness and determination, our faith in our friends, can we do otherwise than answer —

“We Shall Go Forward — Remembering”



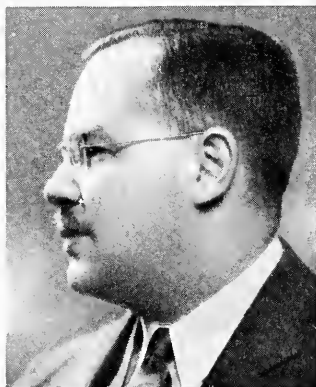
CLYDE A. MILNER
President



RAYMOND BINFORD
President-Emeritus
in whose administration the Centennial Program was first projected



JOSEPH D. COX
Member of the Board of Trustees
Chairman of the Centennial Committee



CLARENCE E. TOBIAS, JR.
Secretary of the College
Director of the Centennial Program

The Scope of the Centennial Program

This program is threefold. It contains discussion of those things Guilford needs at present for greatest efficiency; it progresses to consideration of what might be necessary to create the almost perfect college; and finally reaches forward into the second century toward the more distant goals now seen but dimly. It may, with greatest accuracy, be called a Centennial program, for it will probably take a hundred years to complete it.

Note: Nothing made possible by our present available resources is included in this particular summary.

The Management of the Centennial Program

The Centennial Program is being planned and guided by the Centennial Central Committee which is composed as follows:

Representatives of the Board of Trustees

Joseph D. Cox ('04) Chairman
Dudley D. Carroll ('07) Chairman of the Board of Trustees, Ex Officio
D. Ralph Parker ('04)
Herbert Petty ('98)

Representatives of the Alumni

William Blair ('24) President of the Alumni Association
Miss Mary Petty (New Garden Boarding School)
Paul Nunn ('14)

Representatives of the Faculty

Clyde A. Milner, President of the College, Ex Officio
Raymond Binford, President-Emeritus
Eva G. Campbell
F. Carlyle Shepard

Clarence E. Tobias, Jr., Secretary of the College, is directing the Centennial Program.

Sponsoring Committees, consisting of Alumni and friends of the College, will be formed in various centers to aid in the development of our plans. There is now a committee in New York which has been at work since 1930; there are plans for committees in other cities. Together with the Centennial Central Committee, they will form the complete Centennial Committee.

The Centennial Program for Faculty and Staff

The genius of an educational enterprise lies in its teachers, for education is deeper than courses, curricula, units, and degrees. Guilford has been thoroughly aware of that for a century, for New Garden Boarding School was an influential center long before it had much material equipment or a highly organized curriculum. Today as the new century opens, Guilford faces educational problems far different from those of the past, but education, a thing of the spirit, remains essentially the same.

The present faculty characterized by high scholarship, slowly built and welded into harmony, working as a unit toward an objective which dominates and transcends individual aims and interests, and thoroughly confident in its leadership is one of the achievements of the period. We are working towards an even closer organization—this is the outline for it. The faculty is to be approximately 30 in number, and is to be composed of three groups of teachers working in three interrelated fields; natural sciences and mathematics, the social sciences, and the languages and arts. The leader in each of these fields should be an outstanding creative scholar and teacher, and each major department should be headed by a full professor with qualifications associated with the doctorate in philosophy. Capable instructors, each with a good background of graduate study, will complete the teaching staff. This is the organization proposed. Major departments are indicated by asterisks.

I. The Natural Sciences and Mathematics

1. *Biology
2. *Chemistry
3. Geology
4. Home Economics
5. *Mathematics
6. Physical Education
7. *Physics

II. The Social Sciences

1. Business Administration
2. *Economics
3. Education
4. *History
5. *Philosophy and Psychology
6. Political Science
7. *Religion
8. Sociology

III. The Languages and Arts

1. Ancient Languages
2. *English
3. *Modern Foreign Languages
4. *Music
5. The Graphic and Plastic Arts

The administrative staff consists of president, deans, librarian, and registrar, some of whom will also be members of the faculty; a business staff composed of secretary, treasurer, and financial and purchasing agent, these complete the organization. Of course, a doctor, a nurse, a dietitian, matrons, stenographers, and student assistants are required.

Centennial Program Concerning Students

The requirements of a student body of about three hundred students (two hundred and fifty residents) have determined the scale on which the plan is drawn. Although most of the students will come from North Carolina, there should be a representative group from other states; it will probably consist of those especially interested in the type of liberal education offered and of those trained in secondary Quaker schools. The College is, of course, eager to obtain students of the best type — those who have superior ability, who consider college as a place where they may fit themselves for careers, those who avail themselves of the opportunities offered. We hope that the alumni will aid us in selecting such people.

The Academic Features of the Centennial Program

Guilford has a curriculum which has brought the college recognition of a significant type. It has been developed through studies which began eleven years ago and has been in operation for six years. It is based on this theory: education should provide the student with the tools he needs to gain knowledge and with the indispensable cultural background of things every educated man and woman should know, then offer him freedom to devote himself to the mastery of one particular field, his major. In the accompanying table required work comes above the line and major work below.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	6 Elective
6 Foreign Language	6 Foreign Language	6 Major or Related Subject	6 Major or Related Subject
6 Mathematics	6 Major or Related Subject	6 Major or Related Subject	6 Major or Related Subject
6 Major	6 Major	6 Major	6 Major
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

Note that the succession in which courses are taken is of particular significance since the educational tools are provided first, the cultural survey proceeds from the physical sciences through the social sciences to philosophy and religion; and that the major courses increase in number as the student matures. A larger proportion of required work is given in the first two years so that the student is not forced to select his major until he is sure of his interest. The curriculum in spite of its formal organization has considerable elasticity, and each student finds his own relation to it most carefully planned. This is not all of the program, however; we offer exceptional students the opportunity of carrying on syllabus courses outside of class, of taking reading courses, of reading for honors. We emphasize

achievement as we substitute the comprehensive language examination for a formal requirement of credit hours. In short, Guilford intends to offer each student a thorough, fundamental education, then to give him as much more as he is able to receive. The student body is small enough (and we intend to keep it small enough) so that each student shall be educated according to his own need. We believe in this curriculum as a guide, and we are constantly changing and adapting it to the end that it may serve more efficiently.

The Non-Academic Program for Students

The non-academic program for students follows three well-defined needs: first, adequate recreational facilities of the type used by a majority of the students — for example, fifteen tennis courts (\$5,000), an intra-mural field (\$1,000), volley-ball courts (\$500), and a soccer field (\$1,000); second, practice fields and more grandstands for the varsity field; and third, social rooms. The building program provides for these social rooms and for rooms to be used by the publication boards, departmental clubs, religious groups, and other student organizations. However, furnishings for them would cost about \$7,000.

Additional details of the non-academic program and problems of maintaining it in proper proportion and relationship to scholastic activities have yet to be determined. These matters as well as the further development of a social life adapted to our particular needs demand the cooperation of faculty and students. Neither group can proceed alone, the solutions lie in their understanding and their harmony.

Improvements in Teaching Equipment Included in the Centennial Program

Equipment is not a necessity for great teaching but it is considerable aid to it. We are listing here the things which we need to broaden the knowledge of our students, to encourage their individual researches, to permit exploration of fields of interest which appear in connection with class and extra-curricular work. Asterisks indicate most urgent needs, and the cost of equipment is stated with the development of the entire program in mind.

Library

A. Books should be purchased at the minimum rate of 1,000 volumes a year in the following fields: (\$3,000 a year)

1. A greater number of the latest books of scientific and literary merit.
2. Additional reference books to be used in the syllabus courses.
3. Larger collections of the classics in world literature and of books suitable for cultural and recreational reading.
4. A collection of copies of original documents.
5. More complete files of standard periodicals.
6. Additions to material relating to North Carolina, the Society of Friends, and the history of Guilford College.

B. Library equipment needed to make the work more efficient includes the following:

1. More stacks and shelves, seats, chairs and lighting fixtures. (\$2,500)
2. Catalogues, files, library supplies and workroom equipment. (\$2,500)

C. Materials needed to enrich cultural life are:

1. Pictures and exhibition equipment for them.
2. Statuary.
3. Photostatic reproductions of rare books and documents. (\$1,000 a year)

Museum

A fire proof museum room with equipment for exhibitions is needed for our rather extensive collections which are now largely inaccessible. Materials need cataloguing, repairing and maintenance. (\$10,000)

Illustrative materials and exhibits to be used in class work should be added as rapidly as possible. Things of this type now available need adequate storage space and exhibition equipment. (\$1,000)

Dark Room

A dark room could be used to advantage by all departments, especially by the department of psychology and those in the natural sciences. (\$1,500)

Vibration-Proof Room

A properly equipped room with a deep solid foundation is required for fine microscopic work and accurate analytical weighing. (\$3,000)

Visual and Sonic Education

There is no department which does not have an immediate need for one or more of the items listed below:

1. Maps
2. Charts
3. Models
4. Pictures
5. Statuary
6. Ballopticons and projectors
7. Sound-moving picture equipment
8. Phonographs, amplifiers, and records for work in English and foreign languages
9. Departmental libraries (\$20,000)

Vivarium and Greenhouse

Small yet adequate equipment to raise and care for the living plants and animals used in science work is highly necessary. (\$2,000)




Special Departmental Equipment for Instruction

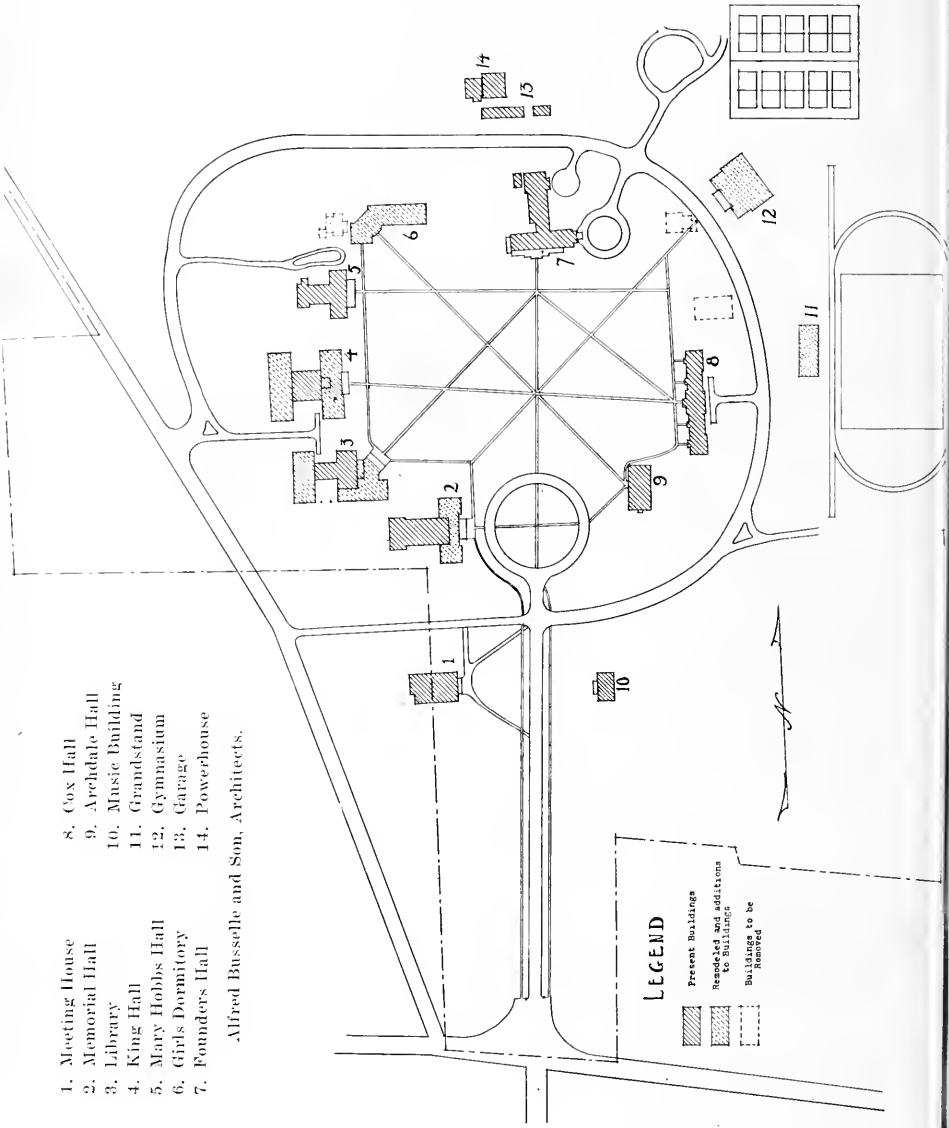
1. In biology :
 - Microscopes (\$2,000)
 - Bacteriological equipment (\$1,200)
 - Demonstration and experimental material, and storage equipment (\$4,500)
 - Adequate electricity, water, gas and steam supply for laboratories (\$1,000)
2. In chemistry :
 - Experimental and demonstration equipment (\$2,000)
3. In physics :
 - Experimental and demonstration equipment (\$6,000)
4. In economics and business administration :
 - Business machines and equipment (\$1,500)
5. In education :
 - Equipment for tests and measurement work (\$250)
6. In home economics :
 - Equipment for experimental and creative work (\$1,000)
7. In music :
 - A pipe organ (\$20,000)
 - Three pianos (\$1,000)
 - Band and orchestral instruments (\$600)
8. In psychology :
 - Equipment for laboratory work (\$10,000)
 - Equipment for a nursery school (\$1,000)

1. Meeting House
2. Memorial Hall
3. Library
4. King Hall
5. Mary Hobbs Hall
6. Girls Dormitory
7. Founders Hall
8. Cox Hall
9. Archdale Hall
10. Music Building
11. Grandstand
12. Gymnasium
13. Garage
14. Powerhouse

Alfred Busselle and Son, Architects.

LEGEND

-  Present Buildings
-  Remodeled and additions to buildings
-  Buildings to be removed



Our Centennial Plan for Buildings and Campus

We have a comprehensive plan for our buildings and grounds which is the work of Alfred Busselle and Son, of New York; it is based upon detailed study by faculty, trustees, and committees from the student body and the alumni. Harmony of architecture, adaptability, beauty, and utility have been considered. The plan is made to meet our needs as a liberal arts college with three hundred students and provides for the following improvements at an estimated cost of \$422,000.

*I. **Memorial Hall** (Administration, Classroom, and Auditorium Building) Erected 1897.

This building is to be enlarged and remodeled by the addition of a new wing across the front and by certain interior changes which will provide adequate offices for the administrative and business staff, better classrooms, reception rooms for guests, an improved auditorium, and offices and workrooms for the various extra-curricular student enterprises. \$90,000.

*II. **Library.** Erected 1909.

Extensive additions are to be made to the library: a browsing room, a staff workroom, additional stack space, a larger fireproof vault for rare books, documents and the archives of the Yearly Meeting is included in the plans. Individual study desks for advanced students will also be provided. \$40,000.

III. **King Hall (Classroom and Laboratory Building) Erected 1909.

More adequate laboratories and classrooms in this building are a very urgent need. The grouping of our science laboratories will make the common use of apparatus and supplies more possible.

A new laboratory in each of the following departments is needed: chemistry, biology, physics, psychology. Smaller laboratories for advanced work given in most of these departments are to be provided. Plans also include faculty offices and seminar rooms, storerooms for supplies and apparatus, departmental

library rooms, small workrooms for students who are working on individual research problems.

To provide these features, King Hall is to be renovated and considerably enlarged to form a building in three interconnected units which are to be named King, Mendenhall, and Hobbs Halls. \$90,000.

IV. Mary Hobbs Hall (Co-operative Residence for Women—formerly New Garden Hall) Erected 1907.

Minor features of this building are to be remodeled to provide a more attractive home, and to have it harmonize with the other buildings. \$5,000.

V. Founders Hall (Women's Residence, Dining Room and Social Center) Erected 1837. Remodeled 1882.

Minor changes are to be made in the social rooms and the day student room that they may be more attractive. Major alterations are required in the dining room, kitchen, and storerooms that the preparation and serving of meals may be done more efficiently. \$25,000.

****VI. Gymnasium.** Erected in 1895.

Our present frame gymnasium, one of the first in the state, has served many generations of students, but is now entirely inadequate and entirely out of harmony with our other buildings. We plan for a new gymnasium on a site which will be more convenient to the proposed playing fields, and which will contain all of the space and equipment necessary for an indoor physical education program for both men and women. (Adequate endowment to maintain this building must also be provided.) As soon as possible a swimming pool should be built. A great deal of the necessary development of our sports program awaits the construction of this building. \$40,000.

VII. Cox Hall (Men's Residence) Erected in 1912.

Certain changes in this building are desired to make it more modern and convenient. Minor changes in its exterior will place it in harmony with the other buildings which we have planned. \$10,000.

VIII. Archdale Hall (Men's Residence and Social Center)
Erected 1885. Remodeled 1927.

The architectural style of this building is acceptable; with minor changes and repairs to the interior, it will provide an admirable center for the social activities of men students, good accommodation for the men day students, and a good residence hall for men. \$5,000.

IX. Music Building (formerly the Y. M. C. A. Building)
Erected 1891. Remodeled in 1916.

This building can be remodeled to furnish excellent class and practice rooms for the entire department. \$5,000.

****X. Infirmary.**

We urgently need an infirmary, well equipped and endowed. We need this building not only for the care of those who are sick, but also for the clinical program in prevention of sickness. \$25,000.

***XI. Faculty Homes.**

Sites have been selected for a faculty apartment house and for individual homes. Since these can be financed in part by the faculty and the plan could be completed unit by unit, the immediate need is for a fund of \$10,000 with which to start work.

XII. Service Buildings and Departments.

*The farm buildings must be removed, and a better type of new buildings erected in a more desirable location. \$5,000.

**The water supply is now inadequate. We plan either to pipe water from the Greensboro City system or to dig new and more productive deep wells, depending on the relation of cost of the two projects to their desirability. We must also provide an adequate storage and distribution system for water for fire fighting. \$10,000.

*We plan that the central heating plant, by the addition of another boiler and the necessary pipe lines shall heat the entire series of buildings. \$5,000.

The dormitories are in need of some new equipment and furnishings. \$5,000.

XIII. New Girls Residence.

As soon as money is available another women's dormitory will be added, in order that Founders Hall may be used to greater advantage for guest accommodations and for social activities. \$40,000.

XIV. An outdoor amphitheatre, in the valley beyond Founders Hall, is much desired. Some landscaping, grading and seats are needed. \$2,500.

XV. Campus Beautification and Improvements.

***a. Roads.**

The removal of the roads from the center of the campus will increase its beauty. It is hoped that the new hard surfaced roads as shown on the campus plan will soon be installed and will bring the traffic around the outside of the quadrangle of buildings. Some of the preliminary work on this has been done. \$4,000.

***b. Walks.**

We plan to put in permanent flagstone walks which will add to the beauty of the campus and provide good walks in all kinds of weather. Several alumni chapters are hoping to do this for us as a memorial to the alumni of their county or district. \$3,000.

***c. Tree, Shrub, and Flower Planting.**

Landscaping which will enhance the natural beauty of the campus has been planned. \$2,000.

d. Lawns.

It will be necessary to grade the ground in the quadrangle and to fertilize the soil in order to have a beautiful lawn. \$500.

The Need for Income to Meet Current Expenses

Guilford College has suffered recently from a most common difficulty — decrease in income from normal sources. Although the income from the endowment is now increasing, it is still far below what could ordinarily be expected. North Carolina Yearly Meeting has been forced to reduce its annual contribution to a minimum since its budget has been much curtailed. Students have required more aid in order to finish their work, and repayments on former loans have been retarded. All this decrease has necessitated drastic reduction of operating expenses. The faculty has borne the greatest financial burden as they have agreed to a minimum salary in order that the work of the college should not be interrupted or seriously weakened. The crisis will pass, the college will go on, and another generation of teachers will have the distinction of having maintained it by their sacrifice. Yet we must keep our present faculty, and we must maintain our rating as an accredited college by paying the salaries required by the standards of the Southern Association. During this present period any balance remaining after minimum operating expenses have been met has been distributed to the faculty in proportion to the difference between the minimum salary and the nominal salary, but these distributions have not been large, and an immediate need for current funds to make salary payments is acute. We would suggest this project to those who desire to help with our most pressing financial problem.

During the past years, we have reduced maintenance expenses for buildings and campus to a minimum, and this reduction now causes an increased need for funds to bring the repairing and reconditioning up to date.

Eventually endowment income can be used to start and maintain certain features of the Centennial Program, but now current income from contributions must be used to defray these expenses.

Friends who have thought of making nominal contributions to some feature of the plan, watching the development due to

their aid, and finally perhaps endowing it permanently, may be interested in building up some special department in the library or some department of instruction or in giving scholarships. For example, someone might enjoy starting with a bare class room used by the history department and gradually adding pictures, maps, charts, models, and eventually a departmental library; others could see an ideal laboratory developed and endowed so that it would remain as a monument to their living interest; still others being interested in the lives of students might want to give some young man or woman educational opportunities. Current income provided in this way would of course help us to solve our problems, for we have ever present needs for educational equipment, library funds, and student funds.

It is estimated that a total annual contribution of \$40,000 is needed for current expenses. Alumni and friends are responding in a splendid way, for people have always believed in the usefulness of Guilford College. The Annual Giving Fund will be launched on the first of March, 1935, and once a year we will ask our alumni and friends for funds to help us with current expenses. The Annual Giving Fund will close on Graduation Day. The budget of the Alumni Association will also be provided in this one fund.

The Need for Endowment

Endowment provides stability and security for a college. A brief survey of the budget the centennial program proposes indicates the size of the endowment Guilford requires to supplement income from student fees and current gifts.

Faculty salaries	\$ 70,000
Administrative salaries	20,000
Instructional materials	3,000
Non-instruction expenses	3,000
Promotional enterprises	6,000
Office supplies	2,000
Maintenance of buildings and grounds, insurance, and annuities	11,000

Student aid	10,000
Student activities	6,000
	<hr/>
Total	\$131,000

The boarding department, dormitories, and auxiliary enterprises should produce income enough to balance expenditures upon them and are excluded from this estimate. At present the three hundred students pay \$153 a year tuition; this totals approximately \$46,000. The balance to be met by endowment income is \$85,000 to which our present endowment can contribute \$25,000. Thus over a period of years, it must be increased to yield an additional income of \$60,000 from an additional principal of one million, two hundred thousand dollars; that is, to a total of almost two million dollars.

The primary need is for unrestricted endowment which the trustees could make available for changing needs as they appear, but there are a great many other possibilities that our friends might like to consider.

1. *Endowed professorships* in the field in which the donor is most interested, perpetuate that interest. (\$70,000 is adequate endowment for an academic chair.)

2. *Student aids and scholarships* designed to help able students, special scholarships given annually for specific fields of study, others awarded to promising students from specified regions — all these are possibilities.

3. *Foreign exchange student scholarships* with their double advantage of bringing foreign students to enrich our college life and of sending our own students abroad to study are highly desirable.

4. There should be *adequate library endowment*.

5. Funds should be set aside to provide *lectureships* and other means of bringing to students the valuable contribution of outstanding teachers.

6. Part of the endowment should be devoted to the *maintenance of buildings and campus*. A building which is not adequately endowed is a financial burden.

How the Endowment will be supplied

1. *Memorial funds* given in memory of the services of Nereus Mendenhall, Lewis Lyndon and Mary Mendenhall Hobbs, Jonathan and Elizabeth Cox, J. Franklin Davis, H. Louisa Osborne, and others of our leaders are not necessary to perpetuate their names, for we shall not forget them; but these funds would make it possible for us to continue building the Guilford they dreamed of.

2. *Bequests* have been received from many of our benefactors, and we hope that other friends will consider making them as an ideal way of perpetuating and broadening the influence of their lives.

3. *Insurance programs* provide a systematic and convenient method of fulfilling the desire to create a bequest fund. This plan often appeals to men who build their estates primarily from salaries. There are several definite plans we could propose to those who would consider them; they could choose the one most fitted to their purpose.

4. The *annuity* plan is well suited to the use of those who need the income from their property during their lifetime but who wish to leave it to a college as a bequest.

The officials of the college will be glad to discuss these methods with interested friends.

The Alumni Organizations

Much of the Centennial Program which relates to this organization has already been achieved. Through the establishment of local alumni chapters and through a series of class reunions, the active work of the alumni association has greatly increased.

The graduating class of 1913, 1929, 1930, 1931, and 1932 had reunions on Alumni Day in 1933. The classes of 1914, 1922, 1923, 1924, 1926, 1927, and 1928 met in 1934. The classes of 1912, 1913, 1915, 1916, 1917, 1918, 1919, 1920, 1921, and 1925 will meet in 1935. The classes graduating from 1889 to 1911 will meet in 1936. Class reunions will be arranged each year hereafter on a definite schedule.

Local alumni associations have been established in forty-three of the fifty-two districts in which there are sufficient alumni to make organization feasible.

District A (North Carolina)

Asheboro	North Western North Carolina (at
Asheville	Wilkesboro)
Burlington	Oak Ridge
Central Eastern North Carolina (at	Rockingham
New Bern)	Rockingham County (at Madison)
Charlotte	Salisbury
Durham	South Eastern North Carolina (at
Forsyth County (at Winston-	Wilmington)
Salem)	Southern Pines
Goldsboro	Star
Greensboro	Stokes County (at Walnut Cove)
Greenville	Surry County (at Mount Airy)
Guilford College	Wake County (at Raleigh)
High Point	Wilson
Lenoir	Woodland
Lumberton	Yadkin County (at Yadkinville)
North Eastern North Carolina (at	
Hertford)	

District B

Southern New England (at Hart-	Philadelphia
ford, Connecticut)	Eastern Maryland (at Baltimore)
Central New York (at Clintondale,	Washington, D. C.
N. Y.)	Central Virginia (at Richmond)
New York Metropolitan	Eastern Virginia (at Franklin)

District C

Ohio (at Columbus)

District D

Columbia, South Carolina	Northern Florida (at Jacksonville)
Atlanta, Georgia	Southern Florida (at Miami)
Birmingham, Alabama	

Chapters will later be organized in

District A

Statesville

District B

Central New England (at Boston,	Western Virginia (at Roanoke)
Mass.)	

District C

Western Pennsylvania (at Pitts-	Illinois
burgh)	Tennessee
Indiana	Kentucky

Dr. Milner and Mr. Tobias have visited each of these groups, and the college plans to keep in close touch with them in the future.

We especially appreciate the help which the education committees of the local associations are giving the college in talking to prospective students and aiding in their selection.

The Alumni Council, composed of representatives from local chapters, and the Executive Committee elected by the Alumni Association combine to direct the work of the association. They look forward to the time when they will be able to employ a full-time secretary and publish an alumni magazine and a directory. Home-coming Day, which is the second Saturday in November, Alumni Day—the Saturday preceding Commencement—are set aside annually for social programs for the alumni who visit the campus.

The Centennial Plan for Increased Cooperation with Our Home Community

In all this extensive centennial program Guilford College does not want to neglect its oldest and best friends with whom its identity is so closely bound. For a hundred years the college and the community have developed together each dependent on the other, and for a hundred years the near neighbors, Greensboro and High Point, have offered their support. We should like to share in their problems even as they have shared in ours.

Fellowship within the Society of Friends has always been close and we trust that our students will profit by inspiration and valuable training through the activities of the community church; we unite our efforts in the local social service organizations. Students can be of some assistance in Guilford High School, (not as teachers, of course); we are always eager that our library shall be of service to the entire community and we try to arrange lectures and concerts of mutual interest. As new opportunities for cooperation arise, may we be found ready to respond.

THE LIVING ENDOWMENT



The Centennial Program of Guilford College

Guilford College, North Carolina

Chartered - January 13, 1834

Founded - - August 1, 1837



Centennial Bulletin Number Two
(The Annual Giving Fund and the Centennial Program)



Human Endowment — A Gilt-Edged Security?



“Of course I paid for my college education; I pay all bills as I go!”

“Not for your college education, if you got it at Guilford.”

“I don’t understand you.”

So might run a conversation. The speaker said he paid all bills as he went, but no student pays for all of his college education at Guilford. The approximate annual academic budget for this year is \$84,856.00. Students will pay in approximately \$44,234.00. In former years the college has at times furnished 62% of the annual cost of the student academic training. In other words, no student, even if he pays every cent of his tuition, pays the whole cost of his college education. Income from endowment funds and contributions by people who believe in the value of the college are used to pay approximately fifty per cent of the cost of educating every student who goes through Guilford, or attends a year there.

Thus every former student or graduate of Guilford College represents an investment made by the college in a human life. Such students form a living endowment. Conventional college endowments produce income each year; they make possible the continuance of the work of the college. The Annual Giving Fund offers an opportunity to former students of Guilford to make a definite investment return, to prove that they are good investments, to make a contribution to the support of the college in proportion to their loyalty and to their appreciation of the faith the college had in them when it made its investment in their lives.

Not only does Guilford College contribute approximately half of what it costs to educate every student who enters its

doors, but in many instances, especially in the past few years, it has reduced still further the actual amount that a student pays for his education. This it does by granting generous scholarships to deserving students in all different fields. By availing themselves of these grants, students who have made good records in high schools or preparatory schools secure a college education at Guilford for around a third of what it actually costs to educate them. Guilford College is then *in reality an institution engaged in a benevolent enterprise*. If Guilford were giving money or relief away, it might be easier to secure contributions. Guilford College is actually following what we believe to be a better social method. IT HELPS STUDENTS who can help themselves; it gives part of the cost of an education, the student furnishes part. But it remains fundamentally an institution that is actually furnishing part of the cost of educating the young people of North Carolina.

Every individual has a particular interest and would, no doubt, be happy to help make some particular phase of college work permanent; make it available to others in the future as it was to him in the past. He plans therefore, when he is able, to endow this work and render it permanent. But he may feel that his present contribution would have to be small, inadequate for the purpose, and therefore to be postponed until it could be made in an amount adequate for his ambitions. He overlooks an important fact,—**THAT AN ANNUAL CONTRIBUTION IS THE EQUIVALENT OF AN ENDOWMENT FUND TWENTY TIMES AS LARGE**. Five hundred dollars a year is the equivalent of ten thousand dollars of endowment, as far as *income* goes—five dollars the equivalent of one hundred dollars of endowment. A person who would like, if he could do so, to make a considerable endowment, may accomplish practically the same results by a contribution through the Annual Giving Fund equal to what the *interest* of a larger endowment fund would be. In this way, during his life-time, he becomes a real endowment for the college—a **LIVING ENDOWMENT**.

THE IDEA OF THE FUND

(TO ABSTAIN, DISDAIN, OR SUSTAIN?)

The college makes one appeal each year :

To each alumnus and friend. As members of the permanent human endowment of Guilford College, friends and former students are invited to make it possible for the college to continue to expend upon the education of each student as much again as the student pays. This has been done for each alumnus and former student.

It makes its appeal through alumni leaders in each district and through an agent in each class.

It makes its appeal for funds for its current budget. Such contributions are actually worth twice to the college what contributions for a specific purpose would be.

It appeals for contributions between March 1 and Commencement Day each year.

Each alumnus who contributes becomes a member of the Alumni Association for the year; those who contribute \$25 or more become sustaining members for the year. The Alumni Association budget is met by funds thus contributed.

For success the Annual Giving Fund depends on three factors :

1. Everyone's doing his share.
2. The number as well as the size of the gifts.
3. The generous work of the alumni leaders in each district and of the agent in each class.

Appreciative recognition of contributions will be made in an honor roll which will be published in August; the names of contributors will be listed by district and class.

The Annual Giving Fund offers you the opportunity to express in a most acceptable manner your appreciation for the service Guilford gave you. Of course we want large gifts, but a large number of small contributions will mean much more in spirit than a few large ones.

PURPOSE OF THE FUND

GUILFORD'S ENVIABLE POSITION. WILL IT CONTINUE?

During the past three years, the members of the faculty have loyally contributed service to the institution that has been the equivalent of \$20,000 a year, in view of the reduction in salaries which they have incurred. In such circumstances the college cannot permanently retain a faculty of high qualifications. Furthermore, Guilford's enviable position as a member of the Southern Association of Colleges and Secondary Schools, to which only fourteen of the institutions of higher education in the state have been able to secure admittance, cannot be maintained unless the salaries of the faculty can be increased in the near future. The college expects, however, not only to maintain but to advance its rating by the educational standardizing agencies. One purpose, therefore, of the 1935 Annual Giving Fund is to raise \$10,000 to pay more adequate salaries to the faculty.

Splendid improvements on the campus have been proposed and some have already been started. For this project \$2,000 is needed. The budget of the Alumni Association must be cared for. Finally—a very important item—we can help insure the success of the larger Centennial Program by providing funds for its present budget.

While undirected funds are probably the most useful, the College will be glad to accept contributions designated for any one of the above specific uses.

**The time for making contributions is between
March 1 and Commencement Day**

The Centennial Program is being published as follows

1. The Centennial Program in Outline—
(One Great Century Challenges Another)
Issued February 1, 1935
2. The Annual Giving Fund and the Centennial Program—
(The Living Endowment)
Issued March 30, 1935
3. The College Plant and Equipment for the Second Century—
(Adequate Educational Facilities)
Issued June 1, 1935
4. The Educational Program of the College for the Centennial Program—
(Character and Education)
Issued July 1, 1935
5. The Spiritual Life and the Centennial Program—
(The Fundamental Basis for Guilford's Educational Program)
Issued August 1, 1935
6. Finance and the New Century—
(Insuring Guilford's Service for the Future)
Issued September 15, 1935

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ALUMNI NUMBER



Alumni Day – Saturday, June 1

Full Program Planned

Ten Class Reunions

Letter From President W. W. Blair

Dear Fellow-Guilfordians:

May I, as one living in close contact with Guilford College assure you that the supporters of our alma mater have reason to be optimistic and confident. The Centennial program is definitely progressing and the faith and enthusiasm of the alumni everywhere is increasing.

Many of you know that the Alumni association is now financed by appropriation from the Annual Giving Fund. The adoption of this superior method of financing our needs has eliminated the necessity of our annual membership drive. The Association is throwing its whole strength behind the Annual Giving Fund. When the representative of this fund calls on you this month please receive him in the spirit in which he will approach you—one of loyal service.

Before I turn the duties of this office over to my successor, I wish to thank each of you for bringing me into more active participation in the work of the College and the Association. It has been a revelation and inspiration to me and has brought me a greater respect and faith in the dignity and power of the work and product of our alma mater.

Yours sincerely,
W. W. BLAIR, President,
Guilford College Alumni Association.

Full Day Planned For Alumni, Saturday, June 1

Saturday, June 1, 1935 is Alumni day at Guilford! Registration will begin in Founders Hall at two o'clock.

An informal tea open to all alumni and old students will be given by the Alumni association in the College library from three until four o'clock in honor of President and Mrs. Clyde A. Milner.

From four until five-thirty o'clock the following reunion classes will hold class meetings: 1905,

1912, 1915, 1916,
1917, 1918, 1919,
1920, 1921, 1925.

PROGRAM OF EVENTS

Friday, May 31

8:15 p. m. Two piano recitals by Professor Max Noah and Miss Maxine Kirch.

Saturday, June 1

2:00 p. m. Registration of alumni and old students.

3:00 p. m. Informal tea in library in honor of President and Mrs. Clyde A. Milner.

4:00 p. m. Class reunion meetings.

6:00 p. m. Alumni dinner.

8:45 p. m. Staber Mater, by Rossini. Presented by College Choir, Church of Covenant Choir and Greensboro Male Chorus.

Sunday, June 2

11:00 a. m. Baccalaureate sermon by Professor Herbert H. Farmer, professor at Hartford Seminary.

6:45 p. m. Vesper service.

Monday, June 3

10:00 a. m. Commencement exercises. Address by Dr. Russell Pope, Professor, New York University.

The annual Alumni dinner will be held in Founders dining room at six o'clock. At that time the present Senior class of the college will be received as members of the Alumni association and the reunion classes will be recognized.

Following the Alumni dinner, at 8:45 o'clock, the College Choir, assisted by the Greensboro Male Chorus and the Choir of the Church of the Covenant of Greensboro will sing Staber Mater by Rossini. The combined choir will be directed by Professor Max Noah.

Important Phases of Centennial Program Become Physical Realities

Significant phases of the Centennial program which have been floating with the clouds for months have been transformed recently into physical realities. The new flagstone walk, the re-seeded campus, and the new road around the campus are convincing proof of the determination and the ability of the new administration to achieve the Centennial goal.

Guilfordians, when they return in June, 1935, will walk from Founders to Memorial hall on the first stretch of the new flagstone walk system as planned by the college architect, Alfred Busselle and Son of New York, for the Centennial committee. The new walk is eight feet wide. The flagstones are set in four inches of concrete.

The College, with the cooperation of the Soil Erosion Service of the United States Government, recently has re-seeded the entire campus with numerous kinds and types of grass and clover seeds. The grass is sprouting now and by June 1 should give some idea of how an ever-green campus is going to look.

A white gravel road, which is later to have a hard surface, has been built around the campus. Adequate side roads are provided so that all the buildings may be reached from the rear. The old road from Memorial Hall to Founders has been replaced by the flagstone walk and the other drives inside the campus proper are to be filled in and covered with grass.

Alumni Association Joins Hands With College to Raise Annual Giving Fund

The necessity for an annual membership drive for the Alumni association was eliminated by the Centennial committee when it adopted the Annual Giving Fund for the purpose of financing the needs of the College.

All alumni and old students who contribute to the Annual Giving Fund, the drive for which began March 1 and will continue through Commencement day, are members of the Alumni association with all the rights and privileges of membership.

All Guilfordians who have not yet been approached for contributions will be personally solicited during the month of May.

The College, with the co-operation of the Alumni Association, is acquainting a few members of each local association with the financial needs of the college for the year. You will be visited sometime in May. The Alumni association, in order to facilitate this extensive drive, is requesting the co-operation of every Guilfordian.

Things To Remember

When you are approached for your annual contribution the executive committee of the Alumni association asks that you REMEMBER:

(1) That your visitor is a Guilfordian who has left his work and who loyally and gratuitously has volunteered his services to the College.

(2) That those of us who went to Guilford paid to the College about half of what our stay there cost the College.

(3) That each of us represents an investment made by the College in a human life.

(4) That unless these investments make definite investment returns, the benevolent educational enterprise at Guilford cannot continue.

Alumni and Old Students Now Actively Participating in Student Solicitation

The realization that the future contribution and success of the College depends in a large measure on the type and calibre of its students resulted in the recent organization of the Education committee of the Alumni association.

The purpose and function of the Education committee is to co-operate with the College in bringing to Guilford students who have made definite and significant contributions in the high schools and preparatory schools from which they were graduated.

With the active support of the Alumni association Guilford College can select a freshman class of 130 to 150 members each year from an application list of from 200 to 250 SUPERIOR high school and preparatory school seniors. It will not cost any of us one cent to write the names of two superior high school students in the adjacent blanks. Write the names and addresses plainly and mail them to Guilford College without delay.

(Tear Here) -----

I should like for these two Superior high school Seniors to enter Guilford this fall:

(1) Name -----

School Attended -----

Address -----

(2) Name -----

School Attended -----

Address -----

Suggested by -----

Address -----

THE ALUMNI VISION OF GUILFORD'S FIELD OF SERVICE

Editor's note: This address was delivered by Edwin M. Wilson, '92, March 15, 1935, before the New York chapter of the Guilford Alumni Association.

Mr. Toastmaster, Fellow-Guilfordians, Guests and Friends:

OF COURSE, I am glad to be among you tonight, for I am one of you. I entered the Colloge the day the doors were opened as such in 1888. I recognize here the faces of some who plotted with me as Sophomores, cultivated mustaches as Juniors, dreamed dreams and built air castles as Seniors. The plots mostly failed, which was as it should have been; the mustaches were realized in time; and some of the dreams have been made to come true. Now, as we plod with slowing steps toward the sunset and observe the rose light that envelopes those morning hours of life, and even the noonday experiences, we know that it is good to strike hands in a fellowship of friendship and service.

I am glad I am here for the further reason that I may pay tribute to a friendship and a friend, Dr. Binford, who honors us with his presence tonight. He is one of two Presidents of the College whom I have known well. In the fullness of time Dr. Hobbs completed his service to the College, received the plaudits and honors of men, and passed to his Heavenly reward. Responsibility for the maintenance and direction of any college, school, hospital, church, and mission is heavy enough in the best of times. It has been one continuing sacrifice in recent years. To serve the College Dr. Binford gave up the greatest natural interest of his life, a real career in Science. In his own presence he is the proof of much that I shall assert in this address. It is a privilege indeed to be able to assure him of our wholehearted appreciation of his part and present service to the College; of our abiding affection for him; of our hope that he may continue his work for

years—the witness of his own immortality.

When I was asked to speak at this gathering I considered whether I should occupy the time in recalling happy memories of interesting occurrences and personalities. I decided that it was more fitting that I should attempt to deal seriously with certain issues that seemed to me pertinent. It may well be, therefore, that I shall not meet the expectations of your Committee; also I may prove to resemble the minister who was injured in a recent motor accident in Chicago. He was hurried to the nearest hospital and carried to the receiving ward. The doctor in charge was occupied with another case. A pupil nurse, however, busied herself to make the patient comfortable and to have everything ready for the doctor when he could attend to the minister. She bethought herself to make ready a chart and take the patient's temperature. In her confusion, however, instead of using the customary clinical thermometer she attempted to employ the free end of a barometric tube. You will imagine her consternation and the doctor's amusement when the resulting record of the patient showed him to be dry and windy!

Our General Alumni President has bidden all the foster children of the College gather themselves at convenient times and places to dwell upon the theme "The Alumni Vision of Guilford's Field of Service." The bare mention of the theme suggests that there is or that there may be a real need and field for service to society through the College. We live in a day in which the value of every institution is scrutinized; its demand for support questioned; its right to live challenged. It is therefore fair to ask what are the aims and ideals of Guilford. Are they being lived up to? Does our Alma Mater stand as a beacon light in a beclouded, confused world? Does she make it her first, last, and all-the-time business to help young women and men develop a type of character that is the salt that savors their communities? Does she help build faith

in the Eternal Verities and inspire hope for a better day for humankind?

I cannot answer these questions yes or no. I have been forty-two years a citizen of another State, with only occasional contacts with my old College. Mr. Tobias and Dr. Binford are here and can speak to those questions. I can only declare what I think the College ought to be and ought to do for its students, and what its friends and alumni ought to do for it.

In the first place, what is a College? Certainly not merely a group of equipped buildings on an adequate campus. More important is a sympathetic, sane, forward-looking faculty. More important still is a serious, purposeful student body. Never to be omitted from the picture are the trustees, donors, friends, alumni (in the flesh and departed) who have served and sacrificed that the College might come into being and endure.

General definitions of the function of the American College are being made from time to time. A great deal has been said in recent months about the development of a new type of education that will fit the rising generation for the tasks of a changing social order. It is my clear judgment that no such thing can be done by specific effort. We assume that the College will give high-grade instruction in the usual fields of knowledge. What better can we do than to make a thorough, honest job of teaching these fields with an emphasis that we have found to give sanity of thought and a liberal outlook upon the present? Certainly if we aid our daughters and sons to achieve that, they may be trusted to make progressively such adjustments as the changing day requires. So long as there is an unchanging God at the center of our universe, there will be no change in the value of loyalty, sympathy, courtesy, honor, fidelity, truth, and the understanding heart. The matter may be summed up in the phrase of one of the ancients who was as modern as this 15th day of March, 1935: the best preparation for the future is the present, well seen to.

I think you will all be glad to hear repeated the offer of the college stated a generation ago by the distinguished President of Bowdoin College, Dr. William Dewitt Hyde: "To be at home in all lands and ages; to count Nature a familiar acquaintance and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and co-operate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians—this is the offer of the College for the best four years of your life." That was a fair statement of what was offered by the privately endowed colleges, and even the State Universities forty years ago. I wish I could assure you that such is the offer of the majority of our higher institutions today. I cannot assure you that I believe it to be in some of its most vital features the offer of any except the denominational colleges at this time. Modified as it must be to apply to them, I believe it to be a fair statement of the general purpose and opportunity which our preparatory schools offer their students today.

David R. Porter is a son of Bowdoin, whom many of you know with affection. He was recently appointed Head Master of the boys' school at Mount Hermon, Massachusetts. He had been for a quarter century Head of the Student Division of the Y. M. C. A. In his inaugural address he declared: "Much of our secondary and college education has become **EFFICIENT** without being **SUFFICIENT**. The refreshingly new techniques of our day are never complete for the challenging world's life, unless informed and kindled by the goals, the discipline, and the resources of a vital Christian faith. Assuming the validity of these goals and resources, we shall also assume that, as in all the past, there

will be an eager and persistent effort to adjust our procedures to the changing and challenging demands of our contemporary world."

I pass from these general statements of aim to some of the specific aims of our College. Guilford was founded to assure to the children of the Society of Friends an education which included the inculcation of certain distinctive beliefs and practices. I could name several, but I shall limit myself to four. One of these is simplicity and directness of thought, expressed in simplicity of dress, manners, speech, freedom from display, excessive ceremony or expenditure. How greatly the application of this formula would help a perplexed world today!

Another aim of the Founders is that education is for all, women and men, rich and poor alike, without prejudice toward racial groups—a thoroughly democratic conception leading to the accepted American principle of no aristocracy except that of mind, character, and accomplishment. How many quarrels would the application of that principle settle in Europe or between ourselves and the races of the Orient.

Still another aim is that righteous standards must be taught and upheld, whether popular or not, such as the elimination of those chief promoters of human distress, beverage alcohol and war, defensive or offensive. Can anyone doubt that there is today a field world-wide for this type of service, or a desperate need for it? We are beginning to emerge from a depression which is part of the backwash of the Great War. We have lost for the time statutory prohibition of beverage alcohol, but the present phase of that issue is intolerable to those of us who were nurtured at Guilford.

I went there with an inherited opposition to alcoholic beverages. I had no convictions of my own. I well remember the Demarest Medal Contests in which my fellow students declaimed poetry and prose that represented the best temperance thought of that day. From these experiences and influenced by the attitude of the college authorities I devel-

oped such convictions and views of my own that, before graduation, I was making temperance speeches. We have seen the rise and fall of many societies organized to oppose beverage alcohol. I hope for the day when we shall have unification of all these forces in an American Temperance Society, the corner stone of which shall be the total abstinence of each member and the goal, an informed and motivated society that will make a beverage liquor shop an impossibility. I look with assured confidence to the attainment of such a goal.

There is today the menace of another world war. It is not a pleasant prospect, but sane men should admit facts. Do you realize that France and Italy are today spending 25 per cent more for armament than before the Great War; that Great Britain is spending 45 per cent more; our own country 300 per cent more; Japan nearly 400 per cent more. Now this money is not being spent because of a decline in the war spirit, but because the fear, envy, and hatred aroused by the Great War seem to governments to make such armaments necessary. I do not pause to enumerate the undoubted gains for peace that have been made also. The point I wish to emphasize is that we can do nothing more serviceable to society than to support a College which is committed to the task of bringing up its students to believe and lead others to believe that war is the most senseless, brutal, and futile method of attempting to settle anything; that as a matter of fact it creates ten times as many problems as it settles; that the winners lose more than they gain; that it is still true that those who sow the wind, reap the whirlwind. Our goal, as in the case of alcohol, is an informed and motivated society, so devoted to the ideal of peace that war will become an impossibility.

We honor our forefathers for the wisdom with which they planned most of our political structure. They understood that Church and State should be separated. They were so afraid of the dominance of a powerful sect that they made the mistake of

separating education and religion, as well as Church and State—a very different matter. In his Outline of History, H. G. Wells declares that the separation of these two greatest forces in society was responsible for the Great War; indeed has been responsible for most of the ills which have beset society in the past century. We excluded the teaching of religion from our public schools and the state universities. There are roughly 1,000,000 students in our higher institutions of learning, the larger part of them in state universities. They do not necessarily grow up to be wicked, but is it any wonder that most of them become frankly pagan, having substituted ethics and philosophy for that “Fear of the Lord which is the beginning of wisdom.” Religion has been defined as “The Life of God in the soul of man.” A North Carolina negro was asked by a white man for his definition of religion. His reply was that he could not explain it to the satisfaction of the white man but that it was something **hot in his heart**. Now that thing grows from example, from teaching, from experience and practice. It develops best in a hospitable atmosphere. I think of a great state university of the West with 7,000 students and a faculty of 1,200 professors and instructors on whose campus for twenty years nothing approaching the nature of a religious service was ever held. Now that is not a hospitable atmosphere. Some years since I spent Lincoln’s birthday on the campus of a great privately endowed Eastern university. Learning that there was a chapel service that morning I felt it my duty to join the worshipers at voluntary chapel. Including the Chaplain, the organist and myself there were eleven persons present. I do not call hospitable the atmosphere which produces such a result. I remember marching to Meeting twice a week, and to the Sunday evening service, throughout my four years at Guilford. I objected to it, as many college students will, particularly since I was not a member of the Society of Friends. There was a great deal that was dull and halting in the messages to

which we listened. Not to discriminate among others who spoke in meeting, the quavering notes of my kinswoman, Isabella White, and the sonorous tones of Albert Peele dealt with no intricate philosophy; but backed by the character of those who uttered them, they convinced us of the validity of the faith by which they lived useful, honorable, radiant lives. A sentence in the first catalogue of the College sticks in my memory: "Guilford College seeks to inculcate the simple truths of the Christian Religion." I believe that effort is made today and I know it is more important than anything else the College seeks to do or ever can do.

Now if we believe the teaching of such things as I have enumerated to be important and that our College teaches them and needs our help and support, what are we going to do about it? Not when times are better, but RIGHT NOW. Certainly the times were harder as the distress of the Civil War grew sharper, but there were those who found the means to keep going the school which was the forerunner of the College. Certainly the times seemed very, very hard in 1878, after six years of an after-the-war depression; but the school was kept going. Certainly they were difficult enough when the College opened in 1888 but that did not daunt those who felt the time had come to charter the school as a college. There are clever propagandists who promote everything harmful to our common life. Shall we be less devoted or resourceful in promoting those things which heal the wounds of society and promote its health? I repeat, what are we going to do about it RIGHT NOW? This meeting is a step in the right direction. Organization helps. In groups and as individuals we can give it of our time, thought and money. Can we not talk of its excellence to those who are not committed to any college or who desire the best for their children? Can we not ask people of means who are our friends to remember it in their wills, assuring them with conviction that they can dispose of their money in no place where it will yield larger dividends? Can

we not encourage the President and the members of the faculty, as we meet them, by words of praise and constructive criticism? Can we not drive a few miles out of our way to visit it as opportunity may offer? Can we not give of our means, large or small, **regularly** as a joyous privilege and duty? Will it be thought strange that I suggest that we may **pray** for our College; pray that ways of service to it shall be revealed to us? Do we think for a moment that Nereus Mendenhall and Isham Cox, and a host of other devoted souls, were able to see the school and college through its times of crisis by their own unsupported strength and purpose. "More things are wrought by prayers than this world dreams of." Hence I dare to urge in all seriousness that as we work for the College we look constantly to the Source without which our efforts are vain.

I close with a story from the days of Chivalry. Near nightfall a company of knights on quest approached an estate whose master had invited them to spend the night at his castle. He met them at the boundary to convoy them, as the Scotch say, to his home. As they rode along in the gathering gloom they came to what was apparently the dry bed of a stream. The knight took station at the edge of the decline and as each rider passed he was told to reach down and take a handful of whatever his hand touched; that on the morrow he would be both sorry and glad. It seemed a strange request but each man did as he was bidden. Apparently what he gathered up was loose gravel and he thrust it into his saddle pouch, wondering more at the request. The dim torches at the castle revealed nothing. Next morning, the knights were up betimes and the rays of the sun revealed that what had seemed bits of stone the night before were in reality jewels of high value that glittered and shone and flashed in the rays of the morning sun. Then they understood the saying that on the morrow they would be both sorry and glad—sorry that they had not gathered more, glad that they had taken up so

much. Like them we shall be both sorry and glad of everything we have done for our College; sorry that we have not done more; glad that we have done whatever service we have rendered her.

Alumni Notes

1892

Edwin M. Wilson, '92, a copy of whose address before a meeting of the New York Chapter of the Guilford College Alumni Association appears in this bulletin, is head master of Haverford School, a college preparatory school of approximately five hundred boys. He has held this position since 1912. For a number of years prior to that time he was connected with this school as teacher of history and languages.

After graduating from Guilford College in 1892, Dr. Wilson continued his studies at the University of North Carolina, and the following year at Haverford College from which he received the A. M. degree in 1894. He also holds the A. M. degree from the University of Pennsylvania. In 1933, Dickinson College conferred upon him the Sc. D. in Education and in 1934 he was awarded the Lit. D. by Rutgers College.

1896

Mrs. W. J. Jones, '96 (Mollie Roberts) is doing a distinct service to the people of Sampson County, North Carolina, and the adjoining counties. She and her husband have four schools under their supervision. These schools are: a grammar school, two secondary schools, Pineland school for girls and Edwards Memorial school for boys, and Pineland Junior College. The schools are located in the small village of Salemburg.

In addition to her school work, she is director of Penderlea Homesteads, Inc., a government project the object of which is to show the rural people a better way of living. This project is directly in line with the work to which Mrs. Jones has devoted her life.

1897

Under date of November 1, 1934 the National Association of Audubon Societies sent out the following notice:

"The Board of Directors wishes to announce that at the request of **Dr. T. Gilbert Pearson** he has been relieved of the executive responsibilities of President of the Association and on October 30, 1934, was elected to the position of President Emeritus. For thirty-two years he has devoted his time to wild-life preservation and for the past twenty-four years he has been the executive head of the National Association of Audubon Societies.

"Dr. Pearson will continue to serve the Association's interests, devoting his time to its International activities, lecturing, writing, helping in legislative effort, and aiding in spreading the Association's policies of wild-life protection.

"Mr. Kermit Roosevelt was elected President."

Joseph E. Blair, '97, of Decatur, Alabama, died at his home March 24. For a number of years he was a member of the staff of the Albany-Decatur Daily. Later he became religious editor of the Birmingham Age-Herald from which position he resigned five years ago on account of ill health.

1907

Louis L. Hobbs, '07, is chief surgeon in the Elk County General Hospital, Ridgeway, Pa.

1912

Herbert S. Sawyer, '12, is a member of the law firm, Evans, Mershon and Sawyer of Miami, Florida. This firm is doing a very successful business and has offices in the First National Bank Building, Miami.

1917

Ethel Speas, '17, former ERA director in Greensboro, N. C., is special field representative of the state emergency relief administration. It is her duty to visit local units of the state and make surveys of the qualifications of the members of the social service staff.

1928

Byron Haworth, '28, attorney of High Point, N. C., was chapel speaker at the college April 8. He spoke on "Drugs and Drug Addiction," a subject on which he and a few others are making a special study; they have been designated to make recommendations for special legislation on the distribution of drugs and the control of drug addiction.

1931

Laura Conrad, '31, is teacher of Home Economics in Ponce de Leon School, Cocoanut Grove, Miami, Florida.

James M. Harper, Jr., has recently moved from Clinton, N. C., to Southport, N. C. where he is now editor of the State Port Pilot.

1933

Jewell Conrad, '33, who is now with the TVA in Knoxville, Tenn., will soon go to Greensburg, Pa., where she will be secretary to the head master of the Perkiomen school, Clarence E. Tobias.

1934

On May 29, 1935, **Elizabeth Alexander** will enter the Graduate Hospital of the University of Pennsylvania for training in dietetics.

William B. Edgerton, '34' has recently been appointed a member of the faculty of Perkiomen school. He will teach English and German.

Mr. Edgerton graduated with honors from Guilford in August 1934, having completed the course of study in less than four years. He was awarded a scholarship to Haverford College for 1934-35 and is a candidate for the A. M. degree from Haverford in June.

Former Students

Mcrris E. Trotter, Jr., who, while a graduate student at Cornell University in 1933, won the Prix de Rome in landscape architecture and who has since been studying at the American Academy in Rome, is expected home this summer.

Bascom G. Palmer is a prominent eye, ear, nose and throat specialist in Miami, Florida.

Clara Henley is teacher of education and dean of women in Lees Junior College, Jackson, Ky.

Former Members of The Faculty

Miss Myra Binford is now on the campus at the home of her brother, Dr. Raymond Binford. She has recently returned from a visit of several months to her brother, Gurney Binford, a missionary in Tokyo, Japan.

Mrs. Mary White Newsome, of Elizabethtown, Indiana, recently spent several days with Miss Gainey and other friends on the campus and with friends in the community.

Among those seated in the minister's gallery at Philadelphia Yearly Meeting held last month were: Dr. Raymond Binford, President Emeritus, and Mrs. Binford; Walter Haviland, Head Master of Friends Select School; Elton Trueblood, Professor of Philosophy of Haverford College; and Howard Brinton, Professor of Religion of Mills College, California, and acting head of Pendle Hill school for this year.

Guilford College Alumni Association

BALLOT FOR 1935-36

PRESIDENT:

Byron Haworth, '28 ----- ☐

Ernest Scarboro, '31 ----- ☐

VICE-PRESIDENT:

Virginia Ragsdale Cox, '29 ----- ☐

Flora White Edwards, '11 ----- ☐

EXECUTIVE COMMITTEE:

(Vote for two)

William Blair, '24 ----- ☐

Paul Edgerton, ----- ☐

Katherine B. Smith, '19 ----- ☐

Alice Hazard White, '29 ----- ☐

TRUSTEE OF LOAN FUND:

Alice Mashburn ----- ☐

----- ☐

TRUSTEE OF LIFE MEMBERSHIP FUND:

Scott Parker, '29 ----- ☐

----- ☐

All graduates and old students of the College who are Life Members of the Alumni Association or who have contributed to the Annual Giving Fund of the College are entitled to vote for officers.

Clip Here

ALUMNI NUMBER

(SUPPLEMENT)

Alumni Day - Saturday, June 1

Full Program Planned

Ten Class Reunions

THE UNIVERSITY OF NORTH CAROLINA CHAPEL HILL

OFFICE OF THE DEAN
COLLEGE OF LIBERAL ARTS

To the Alumni of Guilford College:

As an alumnus of Guilford I am naturally interested in the progress of its affairs, its academic standing, its ideals of education and its general effect upon the students. We all know that it does not take a great deal of money to have honest education; it does take teachers who are thoroughly at home in their subjects and who demand a high standard of performance on the part of the students. They must also have the kind of character which we can recommend to all. This latter quality has nothing to do with membership in any Religious Denomination but is a quality of personality without which we cannot serve acceptably as teachers of any kind.

After several years of experience in the field of education in various capacities I am more convinced than ever that the effect of the training of Guilford measures up to a good standard, and that the teaching has been honest. Very few of us, if any, understand what education is; I am sure that I do not, and every year I become surer of my ignorance, but there is one thing which I believe to be important, namely the development of a certain integrity of life which tends very strongly to place the possessor of it on that side of questions which is directed by honesty and intelligence. If I am not mistaken the training at Guilford has always worked in this direction. There is a kind of philosophy loose in the world which makes people believe that the way of success lies through the trampling upon the rights and personalities of others in order to project our own personalities. This is an unbalanced philosophy and is the product of an unbalanced mind, and people expecting to adopt it should not come to Guilford. What I am trying to say is that according to my interpretation the training which has always been practiced at Guilford has been directed towards the getting of a true perspective of ourselves and of the rest of the world.

The reason I am writing this letter at this time is that the past few years have been very hard ones for the College to keep up its good standards.

I believe that it has been done, but largely at the expense of the Faculty, a fact which must not be overlooked in any consideration of the problem. The Faculty has shown an amazing amount of faith in the importance of the work and in the future of the College in a most distressing time, and if we hope to continue as a worth-while College we must see that the condition is relieved in the near future.

There is no disposition on the part of the Trustees nor the Administration to expand. We want a small College with a strong Faculty and reasonably good equipment. When I was a member of the Faculty it seemed to me that a fine College could be operated if we had \$60,000 from invested funds each year, and my figures have not changed since. We should have thirty active members of the Faculty, including all Administrative officers and other necessary personnel. This is not an extravagant proposition at all, and can be realized if we can develop the will to do it. We would hope, of course, to get funds for improvements in buildings outside the amount mentioned above as necessity arose. The most important need, in my judgment, is the money with which to keep a good Faculty. According to my notion of what we must have, an assured income of \$60,000 plus the amount from tuition will enable us to operate a College of such excellence that funds for special purposes will be forthcoming without strain.

There is no doubt in my mind that if we can run a first class small College at Guilford, one of which the graduates will always be able to know that they got the real thing, that they were never allowed to do a slip-shop job, that they were never deceived as to their real standing in the educational world, that if they took Chemistry they had to learn Chemistry or fail, then we need have no fear for the future. If we are satisfied to keep open, and simply run another small but weak college, then we would serve the interests of society better to stop altogether. Along with the Faculty I have the faith that we shall never descend to the latter proposition but will be able to meet the demands of the former.

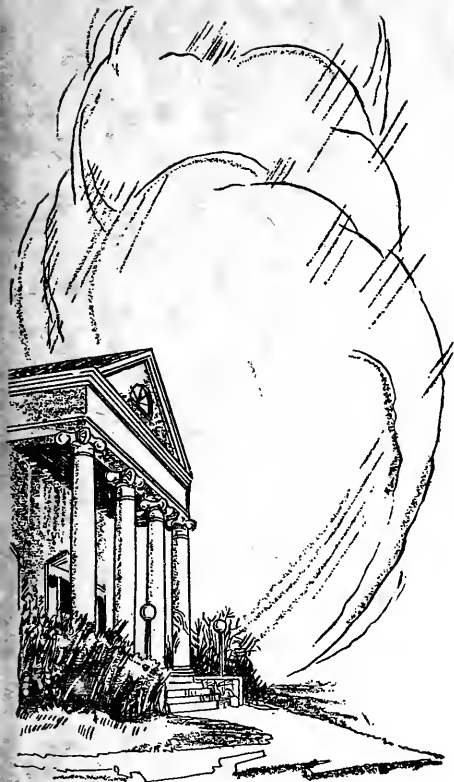
The College has enjoyed the position of membership in the Southern Association of Colleges and Secondary Schools for a number of years, which is an important distinction. This Association

has certain minimum standards in regard to the qualifications and salaries of teachers. We have not been able to meet the salary schedule in the past few years but this was not at all peculiar to Guilford. However the Association feels that it is time all member Colleges were able to come back to the standard, since it is a minimum one, and it is an acute problem now that we shall be able to meet this standard immediately. The Trustees have given their approval to the Administration in the determination to meet the requirements of the Southern Association as rapidly as possible. This will require the turning of all available income into salaries and the cooperation of all who can and will contribute to a fund to keep away from a deficit. If we should lose our standing with the Southern Association it would be a hard blow which we do not intend to have happen. This determination does not arise from any subservient respect for Associations but from a sense of justice to the teachers which we should, of course, be glad to have recognized. There is no complaint as to the qualifications of the Faculty in regard to their fitness, it is merely in regard to their salaries.

I am writing this letter in the hope that we may all understand the position of the College in this matter and help with whatever donations we can make each year until we can work out a better financial basis. The work the College is doing is of a high order and is the source of surprise to all who understand what the needs of a college are and what a struggle it takes in these days to hold to high standards. The loyalty of the Faculty is the answer, but the time has come when we cannot impose upon this loyalty any longer. I believe in the College to the extent that I am going to give what I can afford, which is the small sum of \$25 a year, and at the same time take care of my arrears in this connection. If this seems to be too intimate a statement to make in a general letter simply forget it, but I want us all to help out in this serious time and I do not mind saying what I propose to do myself when asking others to help.

Sincerely,

A handwritten signature in cursive script, appearing to read "Arthur H. Hobbs". The signature is written in dark ink and is positioned below the typed name.



GUILFORD COLLEGE BULLETIN

CATALOGUE NUMBER
1934-1935

ANNOUNCEMENTS
1935-1936

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GUILFORD COLLEGE BULLETIN



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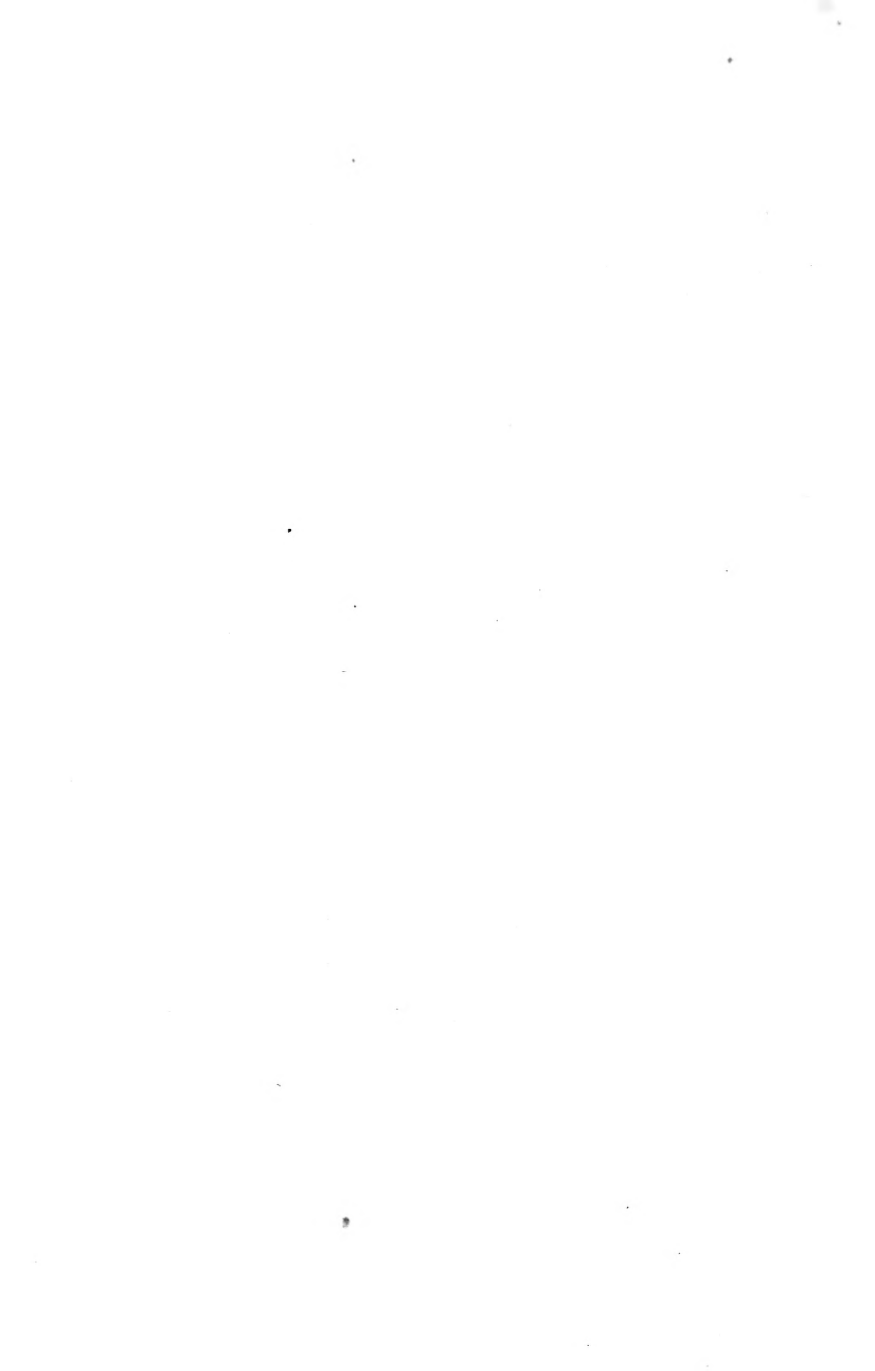
1934-1935



ANNOUNCEMENTS

1935-1936

Published monthly by
GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.



RECOGNITION AND ACCREDITING

The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools. It is a member of the Association of American Colleges and is on the approved list of the American Medical Association and of the North Carolina State Department of Education.

CALENDAR

1934-1935

Alumni Day, June 1.
Baccalaureate Exercises, June 2.
Commencement Day, June 3.

SUMMER SESSION

Registration for 1935 Summer School, June 4.
Close of Summer School, August 5.

1935-1936

FIRST SEMESTER

Dormitories open for freshmen, September 8.
Enrollment of freshman class, September 9.
Dormitories open for upperclassmen, September 11.
All upperclassmen complete registration and pay fees, September 12.
All college classes begin, September 13.
Homecoming Day, November 9.
First Quarter ends, November 11.
Thanksgiving Holiday, November 28.
Christmas Holidays, 11:30 a. m., December 19 until 1:15 p. m., January 2, 1936.
Charter Day, January 13.
Semester examinations, January 17-25 inclusive.

SECOND SEMESTER

Second Semester begins, January 27.
Third Quarter ends, March 28.
Spring Holidays, 11:30 a. m., March 27 until 8:00 a. m., April 6.
Final examinations, May 23 - May 30 inclusive.
Alumni Day, May 30.
Baccalaureate exercises, May 31.
 Baccalaureate sermon.
 Sermon before the Christian Associations.
Commencement Day, June 1.

SUMMER SESSION

Registration for 1936 Summer School, June 2.
Close of Summer School, August 3.



GUILFORD COLLEGE AND ITS CAMPUS

GUILFORD COLLEGE AND ITS CAMPUS

In August, 1837, wagons and heavy carriages brought the first students of New Garden Boarding School to their first classes. Chartered January 13, 1834, opened in 1837, the institution was, in January, 1889, given authority to grant degrees, and the name was changed to Guilford College.

In the State of North Carolina, out of approximately fifty universities and colleges, fifteen have attained membership in the Southern Association of Colleges and Secondary Schools. Guilford College is one of these fifteen. It is classified as an A Class college also by the North Carolina Department of Education in co-operation with the North Carolina College Conference, is on the list of colleges approved by the American Medical Association, and its work is, therefore, accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities of the nation.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in home-like surroundings and under strong religious influence. More recently the attempt has been made to interweave the religious teaching with the whole curriculum in such a way as to help the student not only to build ideals of action, relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of the race, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the certification of teachers in the public schools, provides thorough pre-medical, pre-law, pre-

dental courses, and a course looking to specialization in home-economics.

With the enrollment of the college recently limited to three hundred, a number considered small enough for complete mutual acquaintance, and with a faculty of thirty, it is believed that the finest types of co-operative, sympathetic student work may be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger number.

RELIGIOUS INFLUENCE

Guilford College, while under the control of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. A daily chapel, which all attend, the Young Men's and Young Women's Christian Associations, a meeting for worship, and a Sunday School held on the campus in which students and faculty co-operate in normal religious activities, are elements which contribute to the religious life of the college.

SOME ACHIEVEMENTS OF GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum which has attracted much favorable comment, passed through a long experimental period, and has demonstrated its value.

2. Guilford has always educated women as well as men, in fact, it is the oldest co-educational institution in the South.

3. The co-operative housekeeping plan made permanent in Mary Hobbs Hall originated as Guilford attempted

to offer women an opportunity to maintain themselves in college. Guilford was a pioneer in this field.

4. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to secondary schools, colleges, and universities.

5. Guilford College represents a century of continuous service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

6. Accomplishments of Guilford's leaders outside of the college itself have been many: Nereus Mendenhall helped Guilford College community to become the first rural special tax district in North Carolina; Allen Jay established the first model farm in the state.

7. Established and maintained by the Society of Friends, the school early in its career admitted students not belonging to that denomination.

8. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the value of an athletic program.

9. Yet after all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service as civic and rural leaders.

LOCATION

Guilford College is on the Friendly Road in Guilford County, North Carolina, five and a half miles west of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the rolling Piedmont region which lies between the sand plains of the

coastal region on the east and the Blue Ridge and Great Smoky Mountains on the west. The climate is mild and provides perhaps as much as two months more of warm, delightful weather in spring and autumn, than one could have in the latitude of Philadelphia or New York.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north is the famous battleground of Guilford Courthouse, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has been cleared for cultivation and use in connection with a dairy and truck garden, which the college maintains.




The campus, which has just been reseeded under the direction of the United States Commission on Soil Erosion, is rolling, has a number of old, large trees on it, chiefly oak and hickory. With its new turf most people would consider it an unusually beautiful setting for a college. About it in a large quadrangle, are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and pleasing in appearance.

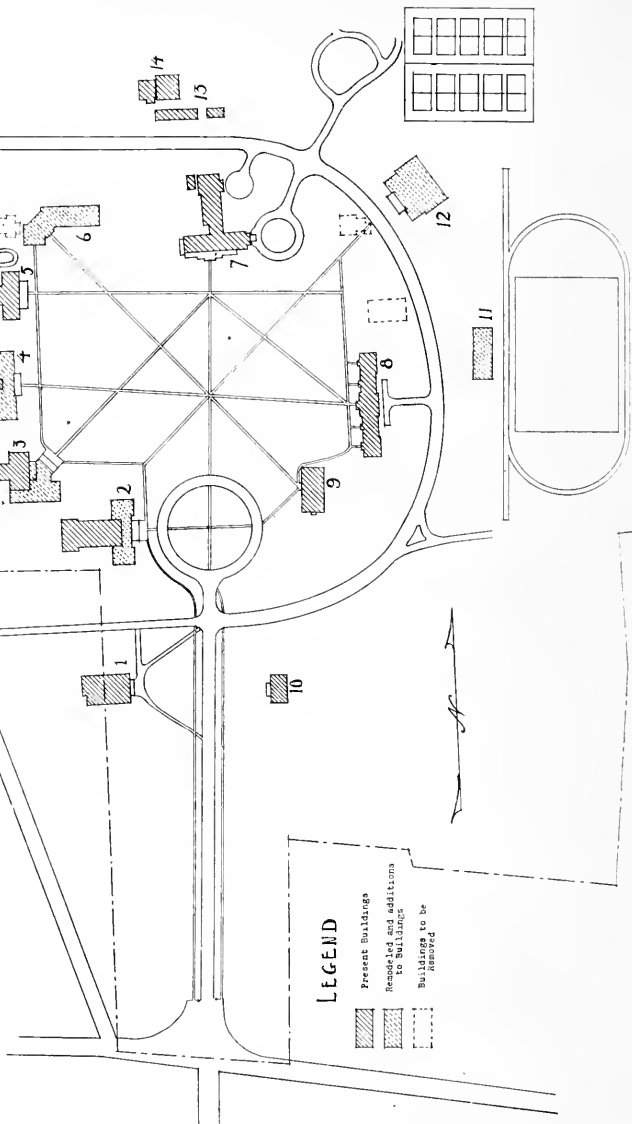
Founders Hall, the oldest building of the group, erected in 1837, now a dormitory for girls, houses also the college dining room, the office of the Dean of Women, reception rooms and the home economics laboratory and classrooms.

CAMPUS PLAN

1. Meeting House
2. Memorial Hall
3. Library
4. King Hall
5. Mary Hobbs Hall
6. Girls Dormitory
7. Founders Hall
8. Cox Hall
9. Archdale Hall
10. Music Building
11. Grandstand
12. Gymnasium
13. Garage
14. Powerhouse

LEGEND

-  Present Buildings
-  Remodeled and additions to Buildings
-  Buildings to be removed



Archdale Hall, erected in 1886, and named in honor of the Quaker Governor, John Archdale, was completely renovated in 1927 and will now accommodate forty men.

The Music Building was built in 1891 for the Young Men's Christian Association. On the first floor are the Y. M. C. A. hall and music rooms. The second floor is also used by the Music Department.

Memorial Hall, erected in 1897 by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices,* book store, postoffice, chemical and biological laboratories and auditorium.

Mary Hobbs Hall, erected in 1907 for girls who wish to reduce expenses by co-operative housekeeping, affords accommodations for fifty-six girls.

The Library, erected in 1909 with the aid of a donation by Andrew Carnegie, is modern in its appointments.

King Hall, as now constructed, contains seven classrooms, the physical laboratory, the laboratory for freshman science, and the psychological laboratory.

Cox Hall, a dormitory for young men, will accommodate 104 students.

The Gymnasium, erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

Athletic Fields. The athletic equipment is large enough to enable every student in college to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track and field work. It is surrounded by a quarter-mile running track with a hundred-yard straightway.

There are three sand-clay tennis courts on the campus.

THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.



EDUCATIONAL PROGRAM

EDUCATIONAL PROGRAM

COURSE OF STUDY

The outline given below shows the educational program. The subjects printed above the lines are required of all students.

FRESHMAN YEAR

- 6 Natural Science
 - Geology 5
 - Biology 12
 - 6 English
 - English 1
 - English 2
 - 6 Foreign Language
 - 6 Mathematics
 - Mathematics 3
 - Mathematics 4
-
- 6 Major
 - 2 Physical Education

JUNIOR YEAR

- 6 Social Science
 - Political Science 23-24
 - 6 Religion
 - Religion 3
 - Religion 11
-
- 6 Major or Related Subject
 - 6 Major or Related Subject
 - 6 Major
 - 2 Physical Education

SOPHOMORE YEAR

- 6 Social Science
 - Psychology 1
 - Sociology 2
 - Literature and Art
 - English 19
 - Philosophy 10
 - 6 Foreign Language
-
- 6 Major or Related Subject
 - 6 MAJOR
 - 2 Physical Education

SENIOR YEAR

- 6 Philosophy
 - Philosophy 103-104
-
- 6 Elective
 - 6 Major or Related Subject
 - 6 Major or Related Subject
 - 6 Major
 - 2 Physical Education

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a

foreign language, and mathematics. Without skill in the use of these tools, no modern scholar can understand or comprehend any field of knowledge.

English 1-2—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

Mathematics 3-4—Mathematical Analysis.

Three hours each week. Credit: three hours each semester.

This course makes a study of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions.

French 1-2—Elementary Course.

Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

Or

German 1-2—Beginners' Course.

Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

German 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Reading of texts of moderate difficulty with special attention to translation and syntax.

Or

Spanish 1-2—Elementary Course.

Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

Spanish 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

Ability to use successfully English and a foreign language is tested by comprehensive examinations. When the student shows proficiency by passing such tests, the language requirements have been met.

The course of study is also arranged to give each student an understanding of the world in which he lives and a background for the solution of the problems of his own age. This objective is realized through a series of required orientation courses. The freshman first studies the natural sciences to acquaint himself with the environment in which he lives; then through a study of biology he learns of animal life and man. From biology he turns naturally to an interest in the behavior of man as presented in psychology. Since man is not alone an individual, he must be interpreted as a member of various social units—the home, the educational system, the church, the economic system, and the political unit in which he lives. Courses in sociology and political science give such comprehension.

Geology 5—The Earth.

Three hours each week. Credit: three hours first semester.

This course forms the first part of the natural science course offered in the freshman year. The position of the Earth in relation to other heavenly bodies and the structure and composition of the Earth are

studied by the aid of physics and chemistry. The course, therefore, introduces the student to the physical sciences. It gives some idea of man's conquest of the physical forces and the modern conception of the Universe.

Required of all freshmen.

Biology 12—An Introduction to Biology.

Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

This course undertakes a general survey of the field of biology. Demonstrations and some training in technique are given.

Required of all freshmen.

Psychology 1—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Required of all sophomores.

Sociology 2—A Survey Course of the Social Sciences.

Required of all sophomores. Three hours each week.

Credit: three hours second semester.

This course is planned as a survey of the basic problems of social development and personality adjustment to society. It considers the more important economic, industrial, educational, and political responsibilities of our day. Special attention is given to the family as an important unit of society.

Required of all sophomores.

Political Science 23-24—American Government.

Three hours each week. Credit: three hours each semester.

(Formerly History 9-10.)

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various departments of the National Government. In the second semester State, Municipal, County, and Township governments are studied.

Required of all juniors.

Throughout the ages man has revealed himself through the mediums of literature, the arts, and religion. Simultaneously, therefore, in the sophomore and junior years, the student is initiated into the thinking of man through the courses: English 19, Philosophy 10, and Religion 3 and 11.

English 19—General Literature.

Two hours of lectures, one of discussion each week.

Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Required of all sophomores.

Philosophy 10—Esthetics; Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of esthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the Fine Arts.

Required of all sophomores.

Religion 3—Beginnings of Christianity.

Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the Gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of His person.

Required of all juniors.

Religion 12—Comparative Religion.

Three hours each week. Credit: three hours second semester.

The basis of this course is a study of the historic religions and the living religions of the world today. Points of strength and weakness and comparative values are considered.

Required of all juniors.

Both of these sequences culminate in a course on the history of Christian and philosophical thought which integrates and summates the other orientation courses and gives to the student a basis upon which to construct a philosophy of his own.

Philosophy 103-104—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration will be given outstanding leaders of thought of each period.

Required of all seniors.

It is also planned that each student shall have a division of academic knowledge upon which he will concentrate. He is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. Exceptional students are encouraged to read for honors, a plan which involves regular conferences, and written and oral examinations. For this intensive work, the academic subjects are separated into three divisions: the natural sciences, the social sciences, and languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year, he begins the study of some related subject in the division, as is outlined on p. 14; a second related subject is added in the junior year. The major professor arranges each student's course of study in conference with him, giving careful consideration to individual objectives and goals.

THE NATURAL SCIENCES

For the majors of the departments in this division, the courses are arranged in such sequence and are so co-ordinated that the needs of teachers of science, of pre-medical and pre-dental students, and of those students who wish to enter industrial fields are met.

Majors are given in biology, chemistry, mathematics, and physics. Since there is some variation in the number of hours necessary for a major, these requirements are outlined in the departmental descriptions.

BIOLOGY

A major in biology consists of twenty-four hours, including Biology 1-2 (or equivalent), and Biology 3-4. In the field of the allied subjects a minimum of one year of chemistry should be included; more is advised, also one year of physics.

Biology 1-2—General Biology.

Two lectures and three hours of laboratory each week.

Credit: three hours each semester.

This course is designed to give a thorough background in the fundamental principles of biology. Those majoring in the natural sciences, psychology, and those planning to teach science should elect this course instead of *Biology 12*.

Biology 3-4—Vertebrate Zoology and Comparative Anatomy.

One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

This course includes a brief survey of the main classes of the vertebrates, followed by a comparative study of vertebrate anatomy. The types studied in the laboratory are the shark, necturus, turtle, pigeon, and cat.

Biology 5—Physiology of the Human Body.

Two lectures and three hours of laboratory each week.

Credit: three hours the first semester.

A study of the physiological processes of the human body.

Offered 1935-36.

Biology 6—Vertebrate Embryology.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate with special emphasis on the chick.

Offered 1935-36.

Biology 7-8—Advanced Biology.

Three lectures, or nine hours of laboratory each week.

Credit: three hours each semester.

The work in this course will be given in the special field for which the student is especially prepared. It may be elected only by special permission from the professor in charge.

Biology 9—Bacteriology.

One lecture and six hours of laboratory each week. Credit: three hours each semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work includes routine procedure, such as the preparation of media, staining, and physiological reactions, in addition to analysis of food, milk, and water.

Offered 1936-37.

Biology 10—Technique in Laboratory Methods.

One lecture and six hours of laboratory each week. Credit: three hours the second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Offered 1936-37.

Biology 11—History of Biology.

Credit: three hours first semester.

In the first half of this course a survey of the history of biology from the Greeks to Mendel is made; the second half is a study of genetics from Mendel to the present day.

Biology 12—An Introduction to Biology.

Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

(See orientation courses).

CHEMISTRY

A major in chemistry consists of Chemistry 1-2, 3, 4, 5-6, and 9. Students majoring in chemistry are advised to take two years of mathematics in addition to freshman required mathematics and two years of physics. Students may, however, take two or three years of biology. This arrangement is especially valuable for students registering for pre-medical work.

Chemistry 1-2—General Inorganic Chemistry.

Two lectures and six laboratory hours a week with discussion periods. Credit: four hours a semester.

An introduction to the study of the principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

Chemistry 3—Qualitative Analysis.

Two lectures and six laboratory hours a week. Credit: four hours first semester.

A study of the methods of separation and identification of the cations and anions, the fundamental principles of qualitative analysis, and laboratory work.

Prerequisite: *Chemistry 1-2.*

Offered 1935-36, and alternate years.

Chemistry 4—Quantitative Analysis.

Two lectures and six laboratory hours a week. Credit: four hours second semester.

A study of the principal methods of gravimetric and volumetric analysis. Lectures, laboratory work, and stoichiometric exercises.

Prerequisite: *Chemistry 1-2, and 3.*

Offered 1935-1936 and alternate years.

Chemistry 5-6—Organic Chemistry.

Two lectures and six laboratory hours a week. Credit: four hours a semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

Prerequisite: *Chemistry 1-2.*

Offered 1936-1937 and alternate years.

Chemistry 7—Physical Chemistry.

Lectures and three laboratory hours a week. Credit: three hours first semester.

A study of the properties of solids, liquids, and gases and the properties of solutions.

Chemistry 8—Technical Quantitative Analysis.

Lectures, laboratory work and stoichiometric exercises. Credit: to be determined.

Methods of analysis of water, fertilizer, iron and steel, edible oil, and paint products.

Chemistry 9—Research.

Conferences, library and laboratory work. Credit: to be determined.

Arranged for students majoring in chemistry. Special emphasis is laid on the use of chemical literature, method of approach to research, and the solution of some research problem.

GEOLOGY

Geology 1-2—General Geology.

Classroom, laboratory, and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of astronomic and physiographic geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

Geology 5—The Earth.

Three hours each week. Credit: three hours first semester.

(See orientation courses).

HOME ECONOMICS

The courses in home economics are so planned that students are given a cultural approach to the problems of the home and to the betterment of living as well as a practical, scientific training in the most modern methods in this field.

The sequence of the courses has been so arranged that those students desiring professional training in this field can secure the introductory courses.

Home Economics 1—Principles of Design.

One lecture and six hours of laboratory work each week.

Credit: three hours first semester.

A study of the fundamental principles of design and the application of these principles to simple problems.

Home Economics 2—Clothing and Textiles I.

One lecture and six hours of laboratory work each week.

Credit: three hours second semester.

This course includes: a study of the production and manufacture of cotton and linen fabrics; the planning and adaptation of patterns; the construction of children's clothing.

Home Economics 3—Clothing and Textiles II.

One lecture, six hours of laboratory work each week.

Credit: three hours first semester.

Wool, silk, and their substitutes are studied in this course. Chemical and microscopic tests are used in the identification processes.

Home Economics 4—Food and Nutrition.

One lecture, six hours of laboratory work each week.

Credit: three hours second semester.

This course includes the study of composition, source, manufacture, and preparation of foods, and a study of market prices.

Home Economics 5—Food and Nutrition.

One lecture and six hours of laboratory work. Credit: three hours first semester.

This course includes the preparation of nutritious foods for the average family; training in methods of service for the family, and for formal occasions; planning and arrangement of the kitchen and dining room.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 12, 5.*

Home Economics 6—Clothing and Costume Designing III.

One lecture, six hours of laboratory, each week. Credit: three hours second semester.

Historic costume, its influence upon modern clothing, bases of selection of clothing, and simple problems in millinery—these form the subject matter of this course.

Prerequisite: *Home Economics 2 and 3.*

Home Economics 7—Nutrition I.

Three hours each week. Credit: three hours first semester.

A study of the quantitative requirements of carbohydrates, proteins, minerals, and vitamins in the food of children and of adults. The sources from which the proper proportions of these materials may be obtained and physiological processes involved in the digestion, absorption, assimilation, and utilization of the foods will be studied.

Not offered 1935-36.

Home Economics 8—Nutrition II.

Two lectures and three hours of laboratory each week.

Credit: three hours second semester.

By using the most recent knowledge of nutrition, an adequate diet for different members of the family will be constructed. Satisfactory adjustments possible at different cost levels will be presented. The proper food for school children and the proper feeding of people suffering from various diseases will be included in this study.

Not offered 1935-36.

Home Economics 10—Household Management.

Credit: two hours second semester.

In this course the students undertake to make a practical application of the principles learned in the department of home economics. They manage an experimental home, in which they plan the menus on the basis of a definite monthly income. They learn to put home management on a business basis and to study costs in relation to qualities of foods and other materials. They are also trained for the management of houses and for the supervision of school cafeterias.

Not offered 1935-36.

Home Economics 12—Home Nursing, Child Care and Training.

Two hours each week. Credit: two hours second semester.

Care of the sick in the home and the physical development of the child are studied.

Not offered 1935-36.

Home Economics 13—Interior Decoration and House Planning.

One-hour lecture and six hours laboratory each week.

Credit: three hours first semester.

This course includes: a study of the house, its development and arrangement; a study of period furniture and its modern applications.

MATHEMATICS

The courses in mathematics are designed to meet the needs of students desiring later to do graduate work or to teach mathematics in the public schools. The college

requirement of six hours of mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in mathematics must take *Mathematics 1-2*, 5 and 6 in the first year; *Mathematics 7* and 8 in the second year; *Mathematics 9* and 10 in the third year, and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of physics, and should continue it for two or more years. A reading knowledge of French and German is strongly urged. Chemistry, biology, geology, or economics may also be chosen as related subjects.

Mathematics 1-2—College Algebra.

Three hours each week. Credit: three hours each semester.

This course makes a study of the ground work of elementary algebra, quadratic equations, indeterminate equations, progressions, the binomial theorem, logarithms, permutations and combinations.

Open to freshmen. Required of all freshmen majoring in mathematics.

Mathematics 3-4—Mathematical Analysis.

Three hours each week. Credit: three hours each semester.

(See educational-tool courses).

Mathematics 5—Trigonometry.

Three hours each week. Credit: three hours first semester.

This course makes a study of the derivation of formulae with their applications; trigonometric equations; solution of the right and oblique triangles; problems involving practical applications.

Required of all students majoring in mathematics.

Mathematics 6—Solid Geometry.

Three hours each week. Credit: three hours second semester.

Required of all students majoring in mathematics.

Mathematics 7—Plane Analytic Geometry.

Three hours each week. Credit: three hours first semester.

This course makes a study of the theory of Cartesian and Polar co-ordinates, the straight line, the conic sections, and the general equation of the second degree.

Prerequisite: *Math.* 5-6.

Mathematics 8—Differential Calculus.

Three hours each week. Credit: three hours second semester.

This course makes a study of variables and functions; limits; differentiation; geometrical and physical applications of the derivative; maxima and minima; differentials; rates; curvature; indeterminate forms; partial differentiation.

Prerequisite: *Math.* 7.

Mathematics 9—Solid Analytical Geometry.

Three hours each week. Credit: three hours first semester.

This course makes a study of surface tracing and locus problems in space; direction cosines; the plane; the straight line; quadratic surfaces; space curves.

Prerequisite: *Math.* 7-8.

Mathematics 10—Integral Calculus.

Three hours each week. Credit: three hours second semester.

This course makes a study of integration as the inverse of differentiation; the definite integral; reduction of integrals to standard forms; integration as a process of summation, areas, lengths of curves, volumes, physical applications, successive and partial integration with applications to geometry and physics.

Prerequisite: *Math.* 8.

Mathematics 11-12—Differential Equations.

Three hours each week. Credit: three hours each semester.

This course makes a study of ordinary and partial differential equations, with their application to geometrical, physical, and mechanical problems.

Prerequisite: *Math.* 9-10.

PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research, and for practical work in the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry, and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshman year and continue it through their junior year. A good knowledge of French and German are strongly recommended for related subjects in this department.

Physics 1-2—General Physics.

Three lectures and four hours of laboratory each week.

Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

Physics 3-4—Elements of Electricity.

Two lectures and four hours of laboratory each week.

Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent.

Offered 1935-36, and alternate years.

Physics 5-6—Elementary Electron Theory.

Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radioactivity, photoelectricity, X-rays, thermionic emission, and modern theories of atomic structure.

Physics 7—Light.

Lectures and laboratory work each week. Credit: three hours first semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction, and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2.*

Offered 1936-1937, and alternate years.

Physics 8—Elementary Mechanics.

Three hours each week. Credit: three hours second semester.

Application of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2.*

Offered 1936-37, and alternate years.

Physics 9—Physics Seminar.

Credit to be determined by amount and type of work done.

Intended only for those students majoring in Physics.

Physics 15—Household Physics.

Lectures and recitations two hours each week. Credit: two hours first semester.

A course designed to meet the requirements of students who are majoring in Home Economics.

Not offered 1935-36.

Physics 17—Laboratory Exercises for Household Physics.

Three hours of laboratory work each week. Credit: one hour first semester.

This course is designed to accompany Physics 15.

THE SOCIAL SCIENCES

The Division of the Social Sciences has as its purpose the orientation of all the college students into a knowledge of their social environment through a study of fundamental problems of the social, economic, educational, religious, and political developments. This is done through the following courses: Psychology 1, Sociology 2, Political Science 23-24, Philosophy 10, Philosophy 103-104, Religion 3, Religion 11.

Majors are given in the Departments of Economics, History and Political Science, Philosophy and Psychology, and Religion. In each of these departments twenty-four hours are required for a major. Courses in education and sociology are also offered.

ECONOMICS AND BUSINESS

The Department of Economics and Business has as its purposes to call attention to our most important economic problems and, where possible, to suggest methods of solution; to give the student the rudiments of a practical business training.

Economics 1 and Economics 2 are intended primarily for freshmen. Economics 3-4 is the basic course required of all students who choose Economics as a major subject. The succeeding courses give opportunity for the development of technique and the application of principles.

Economics 1—Industrial and Commercial Geography.
Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

Economics 2—Economic Organization.

Three hours each week. Credit: three hours second semester.

The course is designed to acquaint the student with the organization of production, the relationship between the different parts of the productive system, and the historical development of our present industrial society. Primary attention is given to the economic development of the United States.

Not open to students who have completed *Economics 3-4*.

Economics 3-4—General Economics.

Three hours each week. Credit: three hours each semester.

The purpose of the course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth-year students.

The entire course must be completed before credit can be given for either semester.

Economics 5—Money and Banking.

Three hours each week. Credit: three hours first semester.

(Formerly Economics 5-6.)

In the course a careful study is made of our present monetary and banking system. Emphasis is placed upon the features of a good money and banking system, and monetary fallacies are explained. Historical developments are traced briefly, and current banking and credit policies are analyzed. The practices of foreign countries are compared with our own.

Prerequisite: *Economics 3-4*.

Offered 1936-37, and alternate years.

Economics 6—Business Law.

Three hours each week. Credit: three hours second semester. (Formerly Economics 2.)

A study is made of the elementary principles of law which one is likely to need in practical business. Principles are illustrated by actual cases.

Not open to first-year students.

Offered 1936-37, and alternate years.

Economics 7-8—Principles of Accounting.

Textbooks and laboratory work. One recitation and two laboratory periods each week. Credit: three hours each semester. The entire course must be completed before credit will be given for either semester.

This course is a study of the principles and practice of keeping business accounts. It includes practice in keeping business records, analysis of books of account and financial statements, and a study of accounting principles.

Not open to first-year students.

Offered 1935-36, and alternate years.

Economics 9—Principles of Marketing.

Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours first semester.

This course deals with marketing functions, agencies, and problems. It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Not open to first-year students.

Offered 1935-36, and alternate years.

Economics 10—Business Management and Finance.

Textbook, original sources, and reports. Three hours each week. Credit: three hours second semester. (Formerly Economics 13-14.)

The course is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations. Emphasis is also placed upon financial policies and financial management of both individual proprietorships and corporations.

Prerequisite: *Economics 3-4.*

Offered 1935-36, and alternate years.

Economics 11—Labor Problems.

Textbooks, required readings, and reports. Three hours each week. Credit: three hours first semester.

In the course a brief survey is made of our most important labor problems. It deals with labor organizations, industrial relations, and labor legislation.

Prerequisite: *Economics 3-4.*

Offered 1936-37, and alternate years.

COMMERCIAL COURSES

This group of courses is designed to meet the needs of two classes of students: (1) Students who plan to go into office work before completing a college course, and (2) students who desire to obtain a more strictly practical training along with their college work. For the cost of these courses see *Expenses and Fees* on page 74.

Business A—Typewriting.

Offered either semester. No college credit.

The purpose of this course is to teach the student the touch system of typewriting. In addition to learning the keyboard and the elements of letter-writing, the student is expected to develop as much speed and accuracy as possible.

Business B—Shorthand.

This class meets for three recitations each week for two semesters. No college credit.

This course is designed to give the student a practical knowledge of shorthand system and technique. Speed and accuracy in taking dictation and transcribing are the concrete objectives.

Business C—Elementary Bookkeeping.

Three meetings each week. Spring semester. No college credit.

This course is designed for students who wish to acquire the necessary knowledge and technique for keeping ordinary business accounts and records. The work consists chiefly of laboratory work in keeping accounts.

EDUCATION

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy; to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles; and to equip the student for service as a teacher in the schools of North Carolina.

Arrangements are being made so that it will be possible to give each student who can qualify an opportunity to do the practice teaching sufficient to meet the requirements of the North Carolina State Department of Education for teachers' certificates.

Students desiring to teach should consult the head of the department for further information as to the requirements for certification.

Education 1—Classroom Management.

Three hours each week. Credit: three hours first semester.

This course will take up a study of the social principles underlying education in a democracy, and show how these principles can be promoted by the proper planning for the organization of the class, and by developing a method of control based on the nature of the child and the purposes of the institution. It is hoped that this will contain many practical suggestions for the teacher.

This course is for sophomores, but freshmen may register by special permission.

Education 3—History of Education.

Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational developments is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the students may be made conscious of the reform conceptions of early modern times.

Education 7—Tests and Measurements.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Education 10—Elementary School Methods.

Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject-matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

Education 11—Principles of Secondary Education.

Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present-day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

COURSES IN MATERIALS AND METHODS OF TEACHING

Prerequisites: *Education 11*, and *Psychology 6*.

Education 25—Materials and Methods of Teaching High School English.

Three hours each week. Credit: three hours first semester.

This course is designed to give preparation for the teaching of English in high schools. It includes consideration of aims, courses of study and methods found most effective in the teaching of grammar, composition, and types of literature.

Education 27—Materials and Methods of Teaching High School History.

Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach history in high schools. It will include a discussion of the aims, functions, and objectives of history in secondary schools. Related materials will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

Offered 1935, and alternate years.

Education 29—Materials and Methods of Teaching Science in High School.

Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach science in high schools. It will take up a discussion of the aims, functions, and objectives of science in secondary schools. Related material will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

Education 31—Teaching and Mathematics.

Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Young, J. W. A., *The Teaching of Mathematics in Secondary Schools.*

Offered 1936-37, and alternate years.

Education 33—Methods and Materials of Teaching Modern Languages.

Three hours each week. Credit: three hours first semester.

This course should be taken by all those who intend to teach any of the modern foreign languages. A brief historical survey will be made of the various methods which have been employed in the past in the teaching of Modern Languages, and this will be followed by a presentation of methods in use today. This course will include, also, a study of the material available in language teaching, such as maps, sound charts, tests, teaching devices, etc., and a thorough study will be made of the best methods of teaching the various elements of a language, as, for instance, grammar, pronunciation, reading, and composition. A number of written and oral reports will be required.

Education 47—Supervision of Public School Music.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice teaching course which comes the second semester. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

Education 50—Observation and Directed Teaching.

Three hours each week. Credit: three hours second semester.

Prerequisite: Course in *Material and Methods*.

This course is intended for those students who have met certain qualifications. The work will consist of class observation, followed by criticisms and discussions. Later the students who show satisfactory progress will be given an opportunity to teach a minimum of thirty (30) hours under the direction of the subject-teacher and the head of the Department of Education.

In connection with practice teaching there will be some expense which the student is expected to pay.

Psychology 2—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 2*, Department of Philosophy.)

Psychology 6—Educational Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 6*, Department of Philosophy.)

HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below, except History 7 and

Political Science 20. History 5 and 6 are required for a major in this department. History, 5, 6, 8, 9 and Political Science 22, 23, 24, and 26 are open to juniors and seniors; all other courses are open to freshmen and sophomores.

History

History 1-2—Ancient and Medieval History.

Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece, and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political, and cultural developments.

Offered 1936-37, and alternate years.

History 3-4—Modern and Contemporary European History.

Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time.

Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War, and attempts to bring about international organization.

Offered 1935-36, and alternate years.

History 5-6—American History.

Three hours each week. Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

History 7—Leadership in the American Republic.

Three hours each week. Credit: three hours first semester.

In this course a survey is made of the lives of a selected list of eminent Americans. One of the main objects of the course is to trace the part played by these leaders in the origin and development of the American Republic.

History 8—The American Foreign Policy.

Three hours each week. Credit: three hours second semester. (Formerly History 7.)

In this course emphasis is placed on the way the foreign policy is formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics, and Latin-American relations.

History 9—English Constitutional History.

Three hours each week. Credit: three hours first semester. (Formerly History 12.)

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law.

Political Science**Political Science 20—Problems of Citizenship.**

Three hours each week. Credit: three hours second semester.

This course makes a general survey of numerous problems which the active citizen of the United States ought to understand. It includes a brief study of the political organization in the United States and the privilege and obligations which it assigns to the individual. A study is also made of the outstanding social and economic problems of the present time.

Political Science 21—Principles of Political Science.

Three hours each week. Credit: three hours first semester. (Formerly History 11.)

This course is designed to acquaint the student with the nature, origin, and evolution of the state, the more important political theories, and the nature and functions of government.

Political Science 22—Governments of Europe.

Three hours each week. Credit three hours second semester. (Formerly History 8.)

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy, and the new states of Central Europe.

Prerequisite: *History 3-4.*

Political Science 23-24—American Government.

Three hours each week. Credit: three hours each semester.
(Formerly History 9-10.)

(See orientation courses).

Political Science 26—International Organization.

Three hours each week. Credit: three hours second semester. (Formerly History 14.)

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main subjects for study are: the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, and the League of Nations.

Education 27—Materials and Methods of Teaching High School History.

Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach history in high schools. It will include a discussion of the aims, functions, and objectives of history in secondary schools. Related materials will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

PHILOSOPHY

This department is divided into two sections, Psychology and Philosophy. The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior; to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives; to meet the ever-increasing demand for leaders who have psychological training; and to interpret education in terms of integrated personalities.

The aim of the courses in philosophy is to train the student to view himself and his world as a whole. They are planned to help the student to find the relationship

between the various courses he is taking in his liberal arts training.

Psychology

Psychology 1—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See orientation courses).

Psychology 2—Child Psychology.

Three hours each week. Credit: three hours second semester.

A study of the inherited patterns of behavior and the changes that occur through conditioning. Special emphasis will be placed upon the underlying principles of mental hygiene in childhood.

Psychology 6—Educational Psychology.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

Psychology 7—Personnel Psychology.

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles for the solution of problems in industry, business, law, medicine, the ministry, and social work. It discusses methods for vocational guidance, vocational selection, and personnel work.

Offered 1935, and alternate years.

Psychology 8—Abnormal Psychology.

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Offered 1935-36, and alternate years.

Psychology 9—Psychology of Personality.

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of the emotions, mental hygiene, and reeducation.

Offered 1936-37.

Philosophy**Philosophy 10—Esthetics, Appreciation of Art.**

Three hours each week. Credit: three hours second semester.

(See orientation courses).

Philosophy 11—Introduction to Philosophy.

Three hours each week. Credit: three hours first semester.

This course considers the general questions with which philosophy is concerned and the different types of solution which the human mind has given them.

Philosophy 12—The Modern Mind.

Three hours each week. Credit: three hours second semester.

This course aims to describe and interpret the main currents of present-day thought. The present state of philosophy and the positions of important living thinkers will be covered by discussions and reports.

Philosophy 14—Philosophy of Religion.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to survey the various philosophies of religion and to construct a modern philosophy of religion.

Philosophy 103-104—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

(See orientation courses).

RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends.

Religion 3, Religion 4, Religion 1, and Religion 2—taken in the order designated—are studied as a basis for a major in Religion.

Religion 1—Hebrew History.

Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in the influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

Religion 2—Jewish History.

Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of the Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic, and poetic writings of the various periods.

Religion 3—Beginnings of Christianity.

Three hours each week. Credit: three hours first semester.

(See orientation courses).

Religion 4—The Apostolic Church.

Three hours each week. Credit: three hours second semester.

On the historical and religious background of the first century, this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces, and the Christian literature of the period.

Religion 5—History of the Christian Church.

Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and Protestant reform.

Religion 6—History of the Friends.

Three hours each week. Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

Religion 7—The Church: Worship and Ministry.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

Religion 8—The Church: Organization and Work.

Three hours each week. Credit: three hours second semester.

A comparative study of church organization, with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of fields and departments of work in the local meeting and in national and international service.

Religion 9—Principles and Methods of Teaching Religion.

Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

Religion 10—Organization of the Church School.

Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the graduation and management of pupils, and the training and supervision of teachers.

Religion 12—Comparative Religion.

Three hours each week. Credit: three hours second semester.

(See orientation courses).

SOCIOLOGY

Sociology 2—A Survey Course of the Social Sciences.

Required of all sophomores: Three hours each week.

Credit: three hours second semester.

(See orientation courses).

Sociology 4—Principles of Sociology.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to help the student to understand society. It is a study of social activities, social forces, and institutions. Means of social control are examined. Open to juniors and seniors. May be used as a major credit by students choosing Economics as their field of specialization.

LANGUAGES AND ARTS

The Division of the Languages and Arts serves to train the student in the use of the native and foreign languages and to cultivate his understanding of aesthetics through the broad fields of literary history and the study of form in literature and the other fine arts. English 19, a survey course in the history of literature in the nations of western Europe, complements Philosophy 10 in an attempt to give all students a conception of form and development in the arts. Majors of approximately twenty-four semester hours are offered in English, French, German, and Music, but for details of requirements for a major, see the statements under each departmental heading.

ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical literature, and the literature of other nations will be expected. A major in English shall be constituted as follows: English 3-4, 13-14, and at least nine hours selected from courses 5-6, 8, 9-10, 18, 22, and 28. Extra courses are advised for those who can work them in. In addition, a choice from the following courses in related subjects is expected: *a*, Education (for students who expect to teach); *b*, a classical language; *c*, Philosophy; *d*, Biblical Literature; *e*, History; *f*, courses in writing or public speaking. Which-ever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *3-4* must be taken in the first and second years, respectively.

English as a Tool

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required. This ability is tested by a comprehensive examination in English.

English 1-2—English Composition.

Three hours each week. Credit: three hours each semester.

(See educational-tool courses).

English 3-4—Survey of English Literature.

Three hours each week. Credit: three hours each semester.

In the first semester a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

English 5-6—Romantic Movement, and Tennyson and Browning.

Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

Offered 1936-37, and alternate years.

English 8—American Literature.

Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

English 9—Elizabethan Dramatists, Exclusive of Shakespeare.

Three hours a week. Credit: three hours first semester.

Must be followed by English 10 for credit.

English 10—Shakespeare.

Three hours each week. Credit: three hours second semester.

Two dramas will be studied intensively and ten of the other great dramas extensively.

English 11—Argumentation and Debating.

Three hours each week. Credit: three hours first semester.

Prerequisite: *English 1-2*.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches, and debates.

Prerequisite: *English 1-2*.

English 12—Creative Composition.

Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

English 13—Spenser.

Three hours each week. Credit: three hours first semester.

The Faerie Queene as a whole and problems in connection with Spenser.

English 14—Chaucer.

Three hours each week. Credit: three hours second semester.

A rapid introduction to Chaucerian grammar and the reading of the most important of the Canterbury Tales and Troilus and Criseyde.

English 19—General Literature.

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

(See orientation courses).

English 22—The English Novel.

Three hours each week. Credit: three hours second semester.

Approximately forty great novels will be read and discussed.

English 28—Masterpieces of the Drama in England and America.

Three hours each week. Credit: three hours the second semester. Alternates with English 22.

English 31—Children's Literature.

Two hours each week. Credit: two hours first semester.

This course makes a comprehensive study of the literature for children. The stories and poems are classified according to the psychological characteristics of the various periods of childhood. Creative work in the field of children's literature is required of students.

Offered 1936 and alternate years.

EXPRESSION

Expression 1—Oral Interpretation.

One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned with a view to the individual development of the student; to help him gain an appreciation of literature, and to train him to a vocal interpretation of it. The fundamentals of speech, enunciation and pronunciation, with exercises to overcome the defects of the voice, will be stressed.

Fee: \$20.00 each semester.

Expression 2—Play Production.

One private lesson and two class lessons each week. Credit: three hours second semester.

This course is especially recommended to prospective teachers and to those who will be called upon to take part in and to coach amateur theatricals. Public performances of one-act plays will be arranged; these will be staged, acted, and directed by students. Special attention will be given to training in simple stage mechanics.

Fee: \$20.00 each semester.

GERMAN

The work outlined in the courses in German is designed to give students a thorough training in the gram-

mar and literature of the language, and to prepare them for teaching or for graduate work.

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. (Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject.) European history is required, and students should take as much English literature and translation of the world's masterpieces as may be available in other departments.

German 1-2—Beginners' Course.

Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

This course is prerequisite to all other courses in German.

German 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Reading of texts of moderate difficulty with special attention to translation and syntax.

German 5-6—Advanced Course.

Three hours each week. Credit: three hours first semester.

Review of grammar and survey of German Literature. Assignments in German newspapers and journals.

Prerequisite: *German 3-4.*

German 7—Lessing, Schiller, and Goethe.

Three hours each week. Credit: three hours first semester.

Prerequisite: *German 3-4.*

German 8—Modern German Literature (Or Scientific German).

Three hours each week. Credit: three hours second semester.

German 9—History of German Literature.

Three hours each week. Credit: three hours first semester.

German 10—Conversation in German.

Cultural and social problems. Three hours each week.

Credit: three hours second semester.

German 11-12—Goethe and his Faust.

Three hours each week. Credit: three hours each semester.

An intensive study of Goethe, the tragedy, and its composition. Written essays.

Prerequisite: *German 10*.

MUSIC

In harmony with the aim of the Department of Music to combine the technique, theory, and appreciation of music with a thorough cultural education, the college offers a degree of Bachelor of Arts with a major in music. Such a major includes sixteen hours in applied music, eight or more hours in theoretical music, and a successful recital before graduation. For details of requirements for the "A grade" certificate in public school music, a special diploma in applied music for students who do not take a regular academic major in music, the entrance examination, and college credit for courses taken, the student should consult the head of the department. In addition to the work outlined in this department, a student must take 12 to 18 hours of related subjects chosen from the Departments of English, foreign languages, philosophy and religion, or by special permission from some other department.

Music Organizations, including Choral Society, A Cappella Choir, and Music Clubs, are described on page 81.

General Courses

Music 34—Appreciation of Music.

Three hours each week. Credit: three hours second semester.

Study of musical literature, vocal and instrumental, by means of a phonograph, voice, and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

Music 43-44—History of Music.

Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England, and America.

Music 48—High School Music Problems.

Two hours each week. Credit: two hours second semester.

This course is a continuation of Education 47, and includes all phases of high school music—organization of glee clubs and choruses, voice testing, assignment of parts, balance of parts with selections suitable for various types of high school programs; organization of orchestras and bands, with selections suitable for each.

Prerequisite: Only music majors who have covered all major requirements are eligible for course 48.

Theoretical Courses

Music 131—Theory of Music.

Two hours each week. Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc.

Open to all students.

Music 133—Ear Training.

Two hours each week. Credit: two hours first semester.

This course includes training of the ear in rhythm, melody, and harmony; dictation; recognition of chords and cadences in major and minor modes.

Prerequisite: *Music 131*.

Music 134—Sight Singing.

Two hours each week. Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

Music 143-144—Harmony I and II.

Three hours each week. Credit: three hours each semester.

The work in this course consists of a study of the rudiments of music; its terminology, scales, intervals, chords, etc., as preparation for the study of harmony. Explanation of transposed instruments and various musical forms is given. Training is given in the four-part writing of triads of major and minor keys; in the choice of chords; in the harmonization of melodies and basses; and in the original keyboard work.

Open to advanced students in music.

Music 145-146—Harmony III and IV.

Two hours each week. Credit: two hours each semester.

This work follows Harmony II and includes simple modulations and more difficult harmonizations.

Music 147-148—Keyboard Harmony.

Two hours each week. Credit: two hours each semester.

All work is performed at the keyboard, applying the work that has been done in Harmony I, II, III, and IV to the keyboard.

Music 167-168—Composition and Analysis.

Two hours each week. Credit: two hours each semester.

This course deals with an application of harmonic materials to song forms, elementary counterpoint, and a brief analysis of larger forms.

Prerequisite: *Harmony I, II, III, and IV*.

Music 170-171—Counterpoint I, II, and III.

Two hours each week. Credit: two hours each semester.

Melodic progressions, clefs, two, three, and four-part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 146 and 168.*

Applied Music Courses

Diploma: The requirements for special diploma in applied music are as follows:

1. Two lessons per week for at least two years in the major study. 2. A satisfactory performance in recital in the major study. 3. Two years of minor study in Voice, Piano, or Violin. 4. Ear training—3 hours. 5. Theory of Music—3 hours. 6. Harmony—12 hours. 7. Music History—6 hours. 8. Three hours of regular classroom work each semester. 9. At least 44 hours of college credit in addition to full entrance to a collegiate curriculum in this institution. 10. Physical training during entire period spent at college. It usually requires more than two years to develop the skill and efficiency necessary for recommendation for a diploma.

Piano.

One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises. At the same time the musical and æsthetic development of the student receives the most careful attention.

The following compositions exemplify what will be studied:

First Year. Selections corresponding in difficulty to Haydn's Sonata No. 11.

Second Year. Such selections as Bach, Three-part Inventions, and Mendelssohn, Songs Without Words; Schubert, Impromptu in B flat; Chopin, Polonaise C sharp minor, etc.

Third Year. Bach, Chromatic Fantasia and Fugue, toccatas, etc.; Brahms, Rhapsodie B minor, etc., and other advanced works.

Fourth Year. Graduation piano recital, including Chopin, Ballades, Polonaises, Etudes, etc.; Liszt, Rubenstein, Debussy, Rachmaninoff, etc.

Voice.

One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The following will be studied:

First Year. Standard songs in good English. Simple songs at sight.

Second Year. Breath control, enunciation, interpretation. Standard songs and opera and oratorio arias.

Third Year. More difficult arias and recitatives. Creditable voice recital.

Fourth Year. Two operatic arias, two oratorio arias, ten classic and ten modern songs.

Music 219-220—Class Lessons in Voice.

One hour each week. Credit: one hour each semester.

A study of the fundamentals of breathing, using the diaphragm and all muscles which have to do with singing. Vocal exercises are used to produce freedom in training the voice. The primary purpose is to teach the student how to use the voice with the least tension possible.

Violin.

One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The following will be studied:

First Year. Kreutzer Etudes, Nos. 1 to 32, and works of similar difficulty.

Second Year. Bach sonatas and work of similar difficulty.

Third Year. Scales, Arpeggii, bowing and phrasing, perform works of difficulty of Mendelssohn E minor concerto, etc.

Fourth Year. Experience in orchestra ensemble. Ability to play the viola in ensembles. Develop ability for sight reading in violin and simple piano accompaniments.

Violoncello.

One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The requirements for the violoncello correspond to those for the violin.

Orchestral Instruments.

Two hours per week. Credit: one hour each semester.

The student is required to gain some knowledge of all the principal instruments used in the orchestra. Every person taking the course must specialize on one instrument and play in the college orchestra. A small fee is charged for the use of the instruments.

Fees for Piano, Violin, Voice, etc. One lesson each week, \$22.50 each semester. Two lessons each week, \$37.50 each semester. Class lessons, \$10.00 each semester. Piano for practice, five hours each week, \$5.00 each semester; ten hours each week, \$8.00 each semester. Orchestral instruments, \$5.00 each semester.

Music 229-230—Choir Training.

Five hours per week. Credit: two hours each semester.

This course may be taken with or without credit.

Admission to this course is equivalent to membership in the A Cappella Choir. (See page 81 for a description of the choir.) The course is an exceedingly practical one and is devoted entirely to the acquirement of a repertoire in music suitable for use in churches and other sacred gatherings. Public performances are given throughout the State. This course is especially adapted to choir directors, in church, and in schools. Credit may be obtained by attending the regular classes throughout the year.

ROMANCE LANGUAGES

French

A major in French shall consist of 24 credit hours beyond *French 1-2*. *French 5-6* should be taken before the junior year. A student pursuing this major must take *Spanish 3-4* or *German 3-4*. History or English is recommended as a related subject.

French 1-2—Elementary Course.

Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

French 5-6—Survey of French Literature.

Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

Offered 1936-1937, and alternate years.

French 7—Seventeenth Century Literature.

Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4*.

French 8—Eighteenth Century Literature.

Three hours each week. Credit: three hours second semester. (Formerly French 10.)

Prerequisite: *French 3-4*.

Offered 1935-1936, and alternate years.

French 12—Nineteenth Century Literature.

Three hours each week. Credit: three hours second semester.

Prerequisite: *French 3-4*.

Offered 1935-1936, and alternate years.

French 13—French Conversation.

Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4*.

Offered 1935-1936, and alternate years.

French 15-16—Advanced Course.

Three hours each week. Credit: three hours each semester.

This course offers a more advanced study of French grammar, phonetics, pronunciation, composition, diction, dictation, etc., than is provided by French 3-4, and is recommended especially for those who plan to teach French. It will be open, however, to anyone who has had sufficient preparation for the work. A study of French civilization will be included.

Prerequisite: *French 3-4* or equivalent.

Offered 1936-1937, and alternate years.

Spanish

Spanish 1-2—Elementary Course.

Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

Spanish 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

Spanish 5-6—Advanced Course.

Credit: three hours each semester.

Offered only in exceptional cases for students with especial interest in advanced study in Spanish. The course will include individual reading dealing with the literature of Spain and Hispanic America, with the historical development, and the cultural and social problems of Spanish-speaking countries. Assignments in Spanish and Mexican journals. Written essays.

PHYSICAL EDUCATION

The work in the department of health and physical education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

Health and Physical Education for Men

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of three divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, and tennis.

(b) The intramural program, which is made up of the following activities: touch football, basketball, baseball,

soccer, track, tennis, boxing, wrestling, tumbling, volleyball, and speedball.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields.

Each student is given a thorough physical examination, from the findings of which the student is placed in those activities which are in keeping with his physical condition. Through subsequent periodic examinations and follow-up procedure the student is kept informed as to his physical condition.

Physical Education 1-2—Hygiene and Activities in Physical Education.

Three times each week. Credit: one hour each semester.

Required of all freshmen.

Physical Education 3-4—Activities in Physical Education.

Three times each week. Credit one hour each semester.

Required of all sophomores.

Physical Education 5-6—Sports and the Character-Building Aspects of Athletics.

Three times each week. Credit: one hour each semester.

Required of juniors.

Physical Education 7-8—Sports and Programs of Athletics and Recreation.

Three times each week. Credit: one hour each semester.

Physical Education 9-10—Individual Activities.

Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

Physical Education and Hygiene for Women

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental work, and to aid in the development of precision, alertness, and grace of movement.

Costume.—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

Women's Athletic Association.—See *Student Organizations*, page 84.

Physical Education 25-26—General.

Three hours each week. Credit: one hour each semester.

This course includes field hockey, basketball, baseball, volley-ball, gymnastics, folk dancing, marching, stunts, etc. Required of freshmen.

Physical Education 27-28—General.

Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and æsthetic gymnastics. Required of sophomores.

Physical Education 29-30—General.

Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and æsthetic gymnastics. Required of juniors.

Physical Education 31-32—General.

Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and æsthetic gymnastics. Required of seniors.

SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important: In the freshman year a short paper discussing the student's aims and purposes in college is required. In the sophomore year and in the junior year a special public talk is required of each student, a well organized exposition of some subject which is to practice him in comprehension, organization, and presentation of more or less complicated material. In a number of courses in the college curriculum for which detailed syllabi have been prepared opportunity is given to advanced and capable students to study independently and receive credit for the work done upon the successful completion of a comprehensive written and an oral examination covering the material. Seniors who have achieved a high record during the first three years of work are permitted and encouraged to carry on an independent course of readings and study looking towards special honors in the department which they choose, or they may prepare a special thesis for which six hours credit may be secured upon satisfactory completion of the project chosen. For details of the regulations covering such courses the student should consult the head of the department in which he is majoring.

THE LIBRARY

With an educational program which includes much collateral and independent reading the college obviously emphasizes its library. The collection of materials, intended especially for a liberal arts college, contains over 16,600 books and bound periodicals. Unbound periodicals, pamphlets, and 300 prints made from the best paintings of the world enrich the collection. Hundreds of uncatalogued books are being listed so that they will be easily available on the regular library shelves if needed.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves and the librarian and attendants are anxious to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested, so that all who come may have a quiet place to study.

The reading room is commodious, well-lighted, with a large number of books of fiction, biography, and reference immediately available to the reader. The stack room is modern in its appointments, fireproof, with steel shelving, and a secure vault in which the early minute books of most of the Quaker meetings in North Carolina and much other material of great historical value are stored. It is hoped that these records, probably the largest collection of Quaker material in the South, will be augmented by friends who have documents of historical interest in their possession and who would like to have them preserved in a safe place. Such contributions are solicited and should be addressed to the Guilford College Library, Guilford College, N. C.

ADMISSION

The student body of Guilford College is limited to 300. The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in the small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

Whenever a student shows, by maintaining low standards of scholarship, or by standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college; in all such matters the college exercises final authority.

ADMISSION TO THE FRESHMAN CLASS

Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students. Candidates for admission to the freshman class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school; those who are not graduates of an accredited high school must present a record of work done and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units (a high school course taken five periods

a week for one school year is one unit), in order to secure freshman standing:

English	3 units
Algebra	1½ units
Plane Geometry	1 unit
Foreign Language	2 units
History	1 unit
Electives	6½ units

Not less than two units will be accepted in any one language, unless presented as an elective. Students who intend to major in mathematics or one of the sciences should, if possible, present French or German for entrance.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records that the student may submit.

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1

Vocational Subjects:

Commercial Geography .....	.5
Agriculture	2
Manual Training	2
Home Economics	2
Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression .....	.5

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed a high school course, may be admitted as special students. No special student will be permitted to register for less than twelve academic hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 66 will be classed as irregular students.

DEFICIENCIES

Deficiencies in high school subjects required for entrance to college must be made up by the end of the sophomore year.

REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark *A* he will receive 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it.

In his major field the student must complete not less than 24 nor more than 36 hours. Courses passed with a grade of less than *C* will not be credited toward a major. The student must also receive credit in the required educational-tool and orientation courses.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be given a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

All students who expect to graduate in June or August of the following year are required to file an application for graduation with the registrar on or before November 1st.

ACADEMIC REGULATIONS

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, A, B, C, D, Inc., and F.

A represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not been completed on account of conditions beyond the student's control. An *Inc.* not made up within a year automatically becomes an *F*.

ABSENCES

All students except sophomores, juniors, and seniors who are on the honor roll are required to attend classes regularly. When a student has acquired three unexcused absences in one class during the semester, the instructor notifies the registrar and a note is sent the student stating that one more such absence will exclude him from the class and the grade *F* will be entered on his record. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the president. Students are allowed no absences, except those excused by the deans during the week before and the week after vacation. Students who are not passing nine hours are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except to represent the college in major student activities, must be arranged for with the deans in advance.

All students are required to attend chapel daily.

LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than two weeks after the first day of classes except by permission of the Personnel Committee.

EXTRA HOURS

Only students who have passed all their academic work and made an average of B during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours.

F E E S

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through a substantial endowment, a fund now approximately \$570,000.

The approximate annual academic budget for this year is \$84,856.00. Students will pay in approximately \$44,234.00. In former years the college has at times furnished as much as 62% of the annual cost of the student academic training. In other words, no student, even if he pays every cent of his tuition, pays the whole cost of his college education. Income from endowment funds and contributions by people who believe in the value of the college are used to pay approximately fifty per cent of the cost of educating every student who goes through Guilford, or attends a year there.

In more specific terms the cost of what the college provides is between \$300.00 and \$400.00 per student over and above the charge for board, room, and laundry. The student is asked to pay only \$153.00 of this \$300.00 to \$400.00 expense. The charge for board, room, and laundry is approximately the cost of those services. In considering the expenses listed below, we hope our friends will look at them in the light of the above statements.

In giving the expenses below, we use the term ESTIMATED. That refers to the charge made for board. Those who live in Mary Hobbs Hall where the girls do their own work are requested to pay the first of each month the estimated cost of the food for the month. For students who take their meals at Founders Hall, \$160 per student is set aside for the boarding department. It is our custom to spend this amount in providing meals for the students. During the coming year, however, we

are facing the possibility of a considerable increase in the cost of foods. We are reserving the right, therefore, to increase the charge \$10 to \$20 if we find it is necessary in order to provide satisfactory food.

For board, room rent, laundry, tuition, registration, library, laboratory, and lecture fees for the academic year of thirty-five weeks.

For men in Archdale Hall (estimated)	\$403.00
For men in Cox Hall (estimated) ..	403.00
For women in Founders Hall (estimated)	403.00
For women in Mary Hobbs Hall (not including laundry), estimated	300.00
For day students (board, room rent, and laundry not included)	153.00

In addition to the above charges every student is charged a *Student Activities Fee* of \$13, a *Deposit Fee* of \$4, and a *Medical Fee* of \$5.

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by, at least, a three-fourths vote of the entire student body. The organizations participating in the budget are the athletic associations for men and women, the college annual, the college newspaper, the Christian associations, the student government organizations, the Dramatic Council, Debating Council, and the Student Affairs Board.

A *Deposit Fee* of \$4 is required of each student, against which unnecessary damages to college property are charged. If the person doing the damage is known, the charge is made against that person. When the administration is unable to identify the person causing the damage, the cost of repair or replacement will be distributed as fairly as possible among the group of students most directly concerned. New students must pay the deposit fee in advance in order to reserve a room in the dormitory. Any unused part of this deposit fee stands to the credit of the student paying it.

Medical Fee. The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college does, however, provide a thorough physical examination for each student at the beginning of the year, the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. The administration furthermore undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order.

All women students, when ill, will be removed to the college infirmary in Founders Hall upon the direction of the nurse.

Reduction in Charges. When two or more students come from one family a 5 per cent discount is allowed on the charges for board, room rent, laundry, and tuition, provided full cash payment is made according to the schedule outlined on page 74. No discount is allowed if there is any modification of this schedule for payment.

Special Fees

Graduation and Academic Costume Fee	\$ 12.00
Late Registration Fee	2.00
Extra credit hours (more than 18) per hour	4.00
Deposit Fee	4.00
Breakage Fee for Laboratory Courses:	
Organic and Analytical Chemistry	10.00
General Chemistry	5.00
Medical Fee	5.00

Fees in Music

Class lessons in Voice	\$ 20.00
Piano, two lessons per week	75.00
Piano, one lesson per week	45.00
Voice, two lessons per week	75.00
Voice, one lesson per week	45.00
Use of piano for practice five hours per week	10.00
Use of piano for practice ten hours per week	16.00

Use of orchestral instruments per semester	5.00
Violin or violoncello, two lessons per week	75.00
Violin or violoncello, one lesson per week	45.00
Music students taking one academic subject	100.00
Music students taking two academic subjects	145.00

Fees in Expression

Expression, one private lesson per week ..	\$ 40.00
Registration fee for students taking music or expression only ..	15.00

Fees in Commercial Courses

Typewriting (each semester)	\$ 15.00
Shorthand (each semester)	15.00
Bookkeeping (each semester)	8.00

PAYMENTS

Payments are due on or before the following dates:

Thirty per cent (30%)	September 9th to 12th, 1935
Twenty per cent (20%)	November 11th, 1935
Thirty per cent (30%)	January 27th, 1936
Twenty per cent (20%)	April 6th, 1936

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payment and should see that other payments are in the treasurer's office on or before the date designated. In order to save expenses in the treasurer's office, bills will not be sent out for these payments unless requested by the student or his parents. Such requests should be made two weeks before the date the payment is due.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

Regulations Governing Payments

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

Refunds and Reductions. Tuition and registration fees and payments for room rent are not refunded.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative, and difficult to determine.

Registration. Registration for the first semester must be completed before the treasurer's office closes on September 12, and for the second semester before the treasurer's office closes on January 27. The closing hour will be posted on the door of the treasurer's office.

Late Registration. Students who fail to complete their registration on time will be charged a special fee of \$2.00.

Failure to Pay. Any student who has failed to pay his bill on the dates published in the catalogue is denied the right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

Students who have not settled their accounts with the college on or before the day on which the final examinations begin forfeit their right to grades for that semester.

LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the President's Office. All applications are examined by the committee on student help.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive a reduction of one hundred dollars on tuition, provided they board and room on the campus. Students who ask for this reduction on tuition must sign a note which will be canceled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

STUDENT EMPLOYMENT

Some students at Guilford College meet part of their expenses by working in the buildings and on the grounds. Students of unusual academic attainments who must supplement their funds in this way should write to the president of the college for further information.

ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before March 1st.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

Young women students who do not intend to room in the dormitories are to confer with the personnel director concerning living arrangements unless they live in their own homes.

MARY HOBBS HALL

Girls are admitted to Mary Hobbs Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of Mary Hobbs Hall the actual cost of board in advance. In this way the board will be furnished for about \$8.00 to \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.



STUDENT LIFE

STUDENT LIFE

STUDENT GOVERNMENT ASSOCIATIONS

The Men's Student Government Association and the Student Council, elected by the women students, co-operate with the administration in all matters connected with student life both social and academic. The students elect their own representatives to these governing boards.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations jointly conduct Bible classes each Sunday morning, and a six weeks mission study course during February and March.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. Around the Y. M. C. A. and Y. W. C. A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

MUSIC ORGANIZATIONS

Guilford College Community Choral Society

The Choral Society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual Commencement in June.

Federated Music Club

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs, a connection which enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

A Cappella Choir

This choir, which, as the name suggests, sings without accompaniment, is made up of the best voices of the college. A definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training all members are required to take the course, "Theory of Music," which deals with all phases of musical training. The choir made its initial appearance at Commencement, 1929. This was the first appearance of an organization of this kind in connection with a southern institution. It is now recognized as one of the finest musical organizations in the State and is already having its influence on church music.

In the many appearances which the choir has made there have been enthusiastic comments on the quality of tone, the harmony, and more especially on the sense of aesthetic values in the spiritual realm, which its members have been trained to experience and to communicate to others. It offers unusual opportunities for excellent training in the finest type of music, the sacred song, and also provides a splendid fellowship and an opportunity to carry a real message to the people of our country.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of two plays given annually by the students of the college. It has property rooms in Memorial Hall in which are stored the permanent equipment of the council. Membership is elective after a student has become a candidate by acquiring eight points. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play.

THE DEBATING COUNCIL

The Debating Council is composed of the faculty committee on debates and five students, one elected by the student body and one by each of the four classes. The council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college bi-weekly. It consists of twelve members selected from the students. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are the principal officers elected by the board.

ATHLETIC ASSOCIATIONS

The athletic associations are formed for the purpose of fostering and encouraging the athletic interests at the college and to assist in the work in the department of physical education.

The Athletic Association for Men

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in co-operation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

Important Regulations

Athletic contests are promoted for the benefit of regularly classified students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the quarter previous to that in which the contest occurs or who is failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Women's Athletic Association

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

STUDENT ACTIVITIES

The Student Affairs Board, made up of one representative from each student organization on the campus has the general oversight of the student activities of the college. In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

Group I

(Each activity is rated as one point.)

Minor staff member of the Quaker; minor staff member of the Guilfordian; member of either Student Council; college marshal; cabinet member of Y. M. C. A. or Y. W. C. A.; member of Student Affairs Board; chairman of Debating Council; member of either Athletic Council; president of Christian Endeavor; member of Social Committee; member of Dramatic Council; president of either Athletic Council; president of Freshman Class; superintendent of Sunday School; member of class debating team.

Group II

(Each activity is rated as two points.)

Assistant business manager of the Guilfordian; associate editor of the Guilfordian; circulation manager of the Guilfordian; assistant

manager of football, basketball, or baseball; manager of tennis or track; actor in a play; varsity squad of track or tennis; chairman of Social Committee; secretary of Student Affairs Board; member of debating team; president of Sophomore, Junior, or Senior Class.

Group III

(Each activity is rated as three points.)

Photographic manager or managing editor of the Quaker; president of either Y. M. C. A. or Y. W. C. A.; president of Men's Student Council; president of Student Affairs Board; chairman of program committee of Y. M. C. A. or Y. W. C. A.; manager of men's baseball, basketball, or football; varsity squad of football, baseball, or basketball; business manager of choir; house president; member of choir if not registered for credit.

Group IV

(Each activity is rated as four points.)

Editor-in-chief or business manager of the Quaker; editor-in-chief, business manager, or managing editor of the Guilfordian; president of Women's Student Council.

Limitation of Activities

The number of activity points which a student may carry is governed by his quality average and determined by the following schedule:

<i>Quality Average of Student</i>	<i>Points Allowed</i>
3.00	13
2.75	12
2.50	11
2.25	10
2.00	9
1.75	8
1.50	7
1.25	6
1.00	5

A student passing nine hours work, yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

Students participating in major student activities must be regularly classified students, must be making a passing

grade in at least nine hours of current college work, and must have made a passing grade in at least nine hours during the previous quarter. In case the student has been out of college for a time the rule applies to the last quarter he was in college.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "F" cannot have his grade changed before the end of the quarter. A student who has been given the grade "Incomplete" will be readmitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed.

Committees appointed to make nominations for officers for any of the above offices should confer with the Student Affairs Board to determine whether the proposed candidate is eligible to hold the office.



SCHOLARSHIPS AND HONORS

SCHOLARSHIPS AND HONORS

SCHOLARSHIPS

Haverford College offers annually a few scholarships of \$600 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College who are able to meet the standards required. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

Marvin Hardin Scholarship. The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the senior year, provided that the student shall pursue the remainder of his undergraduate studies at Guilford College.

William F. Overman Scholarship. William F. Overman, of Moorestown, New Jersey, a former student of New Garden Boarding School, has established a fund the income from which is to be known as the *William F. Overman Scholarship*. Any junior who does not hold the *Marvin Hardin Scholarship*, and whose quality average is 2.00 or more in all work taken at Guilford College, may be a candidate for this scholarship. From the candidates, the faculty and student body choose the one who has made the greatest contribution to the college life; who has done the best piece of constructive work in improving some department of student activities; who has helped most in maintaining a fine co-operation between faculty and stu-

dents; who has done most to create a fine college spirit. The candidate chosen will receive the scholarship during his senior year at Guilford College.

Nereus and Orianna Mendenhall Mathematics Scholarship Fund. By the will of Gertrude W. Mendenhall a scholarship fund to be known by the above name was established the income from which "shall be used to aid worthy boys and girls who have not the means to pay their tuition and expenses, these scholarships to be open only to boys and girls who have gone through the freshman course and have made good records in preparatory mathematics and who desire to do higher work in mathematics and allied sciences. The selection and determination as to who shall have the benefit of this scholarship fund from year to year shall be determined by a committee from the faculty to be appointed each year by the President of Guilford College."

HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year.

Those on the honor roll are not required to attend classes or be held for daily preparation, but are required to take quarter and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters are exempted from their final semester examinations.

The names of those on the honor roll are published at the end of each semester in the following papers: *Guilfordian*, Greensboro papers, and home papers, and a letter is sent to the parents.

Once each year there is a special service, preferably in chapel, when recognition shall be given to these students.

RECIPIENTS OF SCHOLARSHIPS AND HONORS

<i>Haverford Scholarships</i>	{ William Benbow Edgerton Samra Smith
<i>Assistantship in Chemistry, University of North Carolina—</i>	Priscilla Henryanna White
<i>William F. Overman Scholarships</i>	George Conrad Parker
<i>Marvin Hardin Scholarship</i>	Edgar Paul Hubert Meibohm
<i>Mary E. M. Davis Memorial Scholarship</i>	Pauline Kirkman Pegram
<i>Honorable Mention</i>	{ Margaret Fell Perkins George Addison Silver, III
<i>Honors</i>	{ Samra Smith Clara Belle Welch
<i>High Honors</i>	{ Esther Lee Cox William Benbow Edgerton Priscilla Henryanna White
<i>High Honors in English</i>	Samra Smith

HONOR ROLL

1934-1935

First Semester

SENIORS

Felsie Kathleen Riddle

JUNIORS

Frances Eleanore Alexander
Mary Carlton Bryant

Foy Mildred Marlette
Edgar Paul Hubert Meibohm

SOPHOMORES

J. Addison Hill
Jasper Gibbs Seabolt, Jr.

Robert D. Van Auken
Claude Kendrick Vestal

Second Semester

SENIORS

Felsie Kathleen Riddle

JUNIORS

Mary Carlton Bryant

Edgar Paul Hubert Meibohm

Ernest Daryl Kent

Colum Kelly Schenck

Helen Stilson

SOPHOMORES

Jasper Gibbs Seabolt, Jr.

Mary Elinor Webster

FRESHMEN

James Clarke Cornette, Jr.

Amanda Frances Purdom

DeLacy Faust

Rebecca Ellis Weant

Earle Francis Maloney, Jr.

Elizabeth Wetherald

Lois Black, honorable mention





PERSONNEL
OF
GUILFORD
COLLEGE

ADMINISTRATIVE BOARDS

BOARD OF TRUSTEES

	<i>Term Expires</i>
D. RALPH PARKER, High Point	1935
A. WILSON HOBBS, Chapel Hill	1935
RICHARD L. HOLLOWELL, Greensboro	1936
H. SINCLAIR WILLIAMS, Concord	1936
ROBERT H. FRAZIER, Greensboro	1937
MILFORD C. EDGERTON, Goldsboro	1937
ELBERT RUSSELL, Durham	1938
HERBERT C. PETTY, Ampere, N. J.	1938
DUDLEY D. CARROLL, Chapel Hill	1939
CHARLES F. TOMLINSON, High Point	1939
JOSEPH D. COX, High Point	1940
DAVID J. WHITE, Greensboro	1940

Officers

DUDLEY D. CARROLL, *Chairman*
ROBERT H. FRAZIER, *Secretary*

Standing Committees of the Board of Trustees

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R. H. Frazier, M. C. Edgerton.

Endowment—R. H. Frazier, R. L. Hollowell, C. F. Tom-
linson, D. R. Parker, David J. White.

Teachers and Officers—A. W. Hobbs, Elbert Russell, J. D.
Cox.

Building and Grounds—R. L. Hollowell, H. C. Petty,
D. R. Parker, M. C. Edgerton.

Farm and Building Department—D. J. White, A. W.
Hobbs, H. S. Williams.

Cooperating—Elbert Russell, A. W. Hobbs, J. D. Cox,
H. C. Petty.

AUXILIARY COMMITTEES**Advisory Committee**

	<i>Term Expires</i>
Helen T. Binford	1935
Elva J. Blair	1935
Roxie D. White	1935
Notre M. Johnson	1935
Mary M. Petty	1936
Lelia D. Hill	1936
Bertha E. Cox	1936
Myrtle F. Tomlinson	1937
Hetty O. Hollowell	1937
Alice Paige White	1937

Girls' Aid Committee*In Charge of Mary Hobbs Hall*

	<i>Term Expires</i>
Marguerite C. Kerner	1935
Rachel F. Taylor	1935
Dovie Hayworth	1935
Marianna W. Johnson	1935
Evelyn M. Haworth	1936
Ida E. Millis	1936
Sara R. Haworth	1936
May R. Cox	1936
Catherine White	1937
Callie S. Cude	1937
Gertrude Hobbs Koerner	1937
Helen T. Binford	1938
Laura Hodgins	1938
Ada Blair	1938

Adelaide E. White, Honorary Member

ADMINISTRATIVE AND OTHER OFFICERS

Clyde A. Milner	<i>President</i>
E. G. Purdom	<i>Dean of Men</i>
Ernestine C. Milner	<i>Personnel Director</i>
Katharine C. Ricks	<i>Librarian</i>
N. Era Lasley	<i>Registrar</i>
Edgar T. Hole	<i>Financial Agent</i>
Clarence E. Tobias	<i>Secretary of the College</i>
Maud L. Gainey	<i>Treasurer</i>
Elizabeth Bruce	<i>Dietitian</i>
Melissa Powell	<i>Nurse</i>
Emily R. Levering	<i>Matron Mary Hobbs Hall</i>
Mamie A. Anderson	<i>Matron Founders Hall</i>

ALUMNI ASSOCIATION

Officers

William W. Blair, Greensboro	<i>President</i>
Paul C. Edgerton, Greensboro	<i>Vice President</i>
Katherine C. Ricks, Guilford College	<i>Secretary</i>
A. Scott Parker, High Point	<i>Treasurer</i>

Standing Committees are: Athletic, Campus, Education, Reception, and Publicity.

DIVISIONS AND DEPARTMENTS

I. DIVISION OF THE NATURAL SCIENCES AND MATHEMATICS

DR. E. G. PURDOM, *Chairman*

Biology
Chemistry
Geology
Home Economics
Mathematics
Physics

II. DIVISION OF SOCIAL SCIENCES

PROF. F. CARLYLE SHEPARD, *Chairman*

Business Administration
Economics
Education
History
Philosophy and Psychology
Political Science
Religion
Sociology

III. DIVISION OF THE LANGUAGES AND ARTS

PROF. PHILIP W. FURNAS, *Chairman*

English
French
German
Music
Spanish

FACULTY

CLYDE A. MILNER President of the College
and Professor of Philosophy

A.B., Wilmington College, A.M., Haverford College; B.D., Hartford
Theological Seminary; Graduate Study at University of Chicago, Mar-
burg University, University of Geneva; Ph.D., Hartford Theological
Seminary; Guilford College since 1930; President since 1934

RAYMOND BINFORD President Emeritus
and Professor of Biology

B.S., Earlham College; M.S., University of Chicago; Ph.D., Johns
Hopkins University; Guilford College, 1901-1914, since 1918.

ELWOOD CHAPPELL PERISHO Professor Emeritus
of Geology

B.S., Earlham College; M.S., Earlham College; M.S., University of
Chicago; LL.D., Earlham College; D.Sc., State College of South Dakota,
Guilford College, 1887-93, since 1920.

J. WILMER PANCOAST Professor of Mathematics

B.S., Swarthmore College; Graduate Study at University of Pennsyl-
vania, Cornell University, University of Chicago, University of
Wisconsin; Guilford College since 1919.

KATHARINE C. RICKS Librarian

B.S., Guilford College; Graduate Study at the Virginia State Library,
Library School of Columbia University; Guilford College since 1922.

EVA GALBREATH CAMPBELL Professor of Biology

A.B., Ohio Wesleyan University; A.M., Ohio State University; Grad-
uate Study University of Chicago; Ph.D., Ohio State University;
Guilford College since 1924.

SAMUEL L. HAWORTH Professor of Biblical
Literature and Religion

Ph.B., Chattanooga University; A.M., Brown University; Graduate
Study, Brown University, Chattanooga University; Guilford College
since 1924.

ALGIE INNMAN NEWLIN Professor of History
and Political Science

A.B., Guilford College; A.M., Haverford College; Graduate Study,
Columbia University, University of California, University of Wis-
consin, Johns Hopkins University, Institute of International Relations
of the University of Geneva; Guilford College, 1924-1926, 1927-1929,
and since 1931.

***DOROTHY LLOYD GILBERT Associate Professor
of English**

A.B., Earlham College; A.M., Columbia University; Graduate Study,
University of Wisconsin, University of North Carolina; Guilford
College since 1926.

PHILIP W. FURNAS Professor of English

A.B., Earlham College; A.M., Harvard University; Graduate Study,
Harvard University; Guilford College since 1927.

E. GARNES PURDOM Professor of Physics

A.B., Centre College; M.S., University of Chicago; Ph.D., University
of Michigan; Guilford College since 1927.

MAX STEPHEN NOAH Professor of Music

A.B., Iowa State Teachers College; M.A., Columbia University;
Student, Westminster Choir School; Guilford College since 1927.

**CARENE ELIZABETH BRUCE Associate Professor
of Home Economics**

B.S., University of Georgia; A.M., Columbia University; Guilford
College since 1928.

FREDERICK CARLYLE SHEPARD Professor of Education

A.B., University of North Carolina; A.M., University of North
Carolina; Graduate Study, University of North Carolina; Guilford
College since 1929.

JOHN P. ANDERSON Director of Physical Education

A.B., Hendrix College; A.M., Columbia University; Graduate Study,
University of Illinois, University of Michigan, Peabody University;
Guilford College since 1929.

ERNESTINE COOKSON MILNER Personnel Director

A.B., Miami University; B. S., Miami University; A.M., Wellesley
College; Graduate Study at Ohio State University and Columbia Uni-
versity; Guilford College since 1930.

JAMES L. FLEMING Associate Professor of French

B.S., Wake Forest; Study at Sorbonne, Paris; the University of
Paris; Guilford College since 1930.

MARI LUISE HUTH Instructor in German

A.B., Columbia University; Diploma in Music, University of Leipsic;
Study at Universities of Berlin and Munich; Graduate Study at Ham-
burg University and Columbia University. M.A., Columbia University;
Guilford College 1925-26, since 1933.

* Leave of Absence 1934-1935.

HARVEY ALBERT LJUNG Professor of Chemistry

B.S., University of North Carolina; M.S., University of North Carolina; Ph.D., University of North Carolina; Guilford College since 1931.

WILLIAM O. SUITER Professor of Economics
and Business

B.A., University of Texas; M.A., University of Texas; Graduate Study, University of Chicago; Guilford College since 1932.

ELIZABETH H. ANDERSON Director of Physical
Education for Women

A.B., Hendrix College; Graduate Study, Columbia University; Guilford College since 1932.

DOROTHY W. NOAH Instructor in English
and Expression

A.B., Iowa State Teachers College; M.A., Columbia University; Guilford College since 1928.

MAXINE KIRCH Instructor in Piano
and Public School Music

A.B., University of Wisconsin; M.A., University of Wisconsin; Guilford College, 1935.

FACULTY COMMITTEES

Administrative Council—E. G. Purdom, P. W. Furnas, F. C. Shepard, E. T. Hole, E. C. Milner, K. C. Ricks.

Buildings and Grounds—A. I. Newlin, J. W. Pancoast, E. G. Campbell, K. C. Ricks.

Cooperating—F. C. Shepard, E. G. Purdom, E. G. Campbell.

Credentials—N. E. Lasley, S. L. Haworth, H. A. Ljung, R. Binford, F. C. Shepard.

Library—K. C. Ricks, P. W. Furnas, J. L. Fleming, R. Binford, M. L. Huth, D. L. Gilbert, W. O. Suiter, E. G. Campbell.

Personnel—E. G. Purdom, E. C. Milner, N. E. Lasley, F. C. Shepard, J. P. Anderson, H. A. Ljung, D. L. Gilbert.

Physical Education—F. C. Shepard, E. G. Purdom, J. W. Pancoast, A. I. Newlin, E. H. Anderson, J. P. Anderson, D. L. Gilbert.

Scholarships and Loans—E. G. Purdom, A. I. Newlin, E. T. Hole, H. A. Ljung, E. C. Milner.

Social—E. C. Milner, C. E. Bruce, E. G. Campbell, H. A. Ljung, S. L. Haworth, M. S. Noah, W. O. Suiter.

DEGREES 1933-1934

The following degrees were conferred on Commencement Day, June 4, 1934:

Bachelor of Arts

Rose Elizabeth Askew
Warren Bezanson
Hiram Marshall Budd
James William Copeland
Esther Lee Cox
Jonathan Elwood Cox
Julia Blair Hodgkin
Lillian Edna Johnson
Martha Elizabeth Lane
Clarence Plin Mears
Leroy Miller, Jr.

Eunice Henley Otwell
Margaret Hanner Pegram
Margaret Fell Perkins
Harold Andrew Purnell
Samra Smith
Rebecca Bertrice Taylor
Millicent Teague
William Massey Tonge, Jr.
Clara Belle Welch
Frank Erwin Werner
John Hugh Williams

Bachelor of Science

Rufus Carson Cox
Nelson Hibbard Jones

William Nathan Reynolds
George Addison Silver, III
Priscilla Henryanna White

The following degrees were conferred August 11, 1934:

Elizabeth Alexander, B. S.
Edward Clyde Bobb, B. S.
Mildred D. Burton, B. S.
William Benbow Edgerton, A. B.

Nell Louise Ellington, A. B.
Charles Dan Smith, A. B.
Odell Thomas Neal, A. B.
Robert Jackson Wimbish, A. B.

REGISTER OF STUDENTS

Graduate

Conrad, Jewell Mock Route 1, Winston-Salem, N. C.

Senior Class

Bowen, Jesse Gray, Jr. 462 Lockland Ave., Winston-Salem, N. C.
 Bryan, Estelle Gladys Route 2, Goldsboro, N. C.
 Copeland, Walter Painter Guilford College, N. C.
 Faw, Marjorie 902 Trogden St., N. Wilkesboro, N. C.
 Fuquay, Ruth Love Guilford College, N. C.
 Gouger, James Blaine, Jr. Blairstown, N. J.
 Griffin, Theodore Erwin Snow Camp, N. C.
 Higgins, Ida Maye Route 1, Guilford College, N. C.
 Kuykendall, J. Earl Cruso, N. C.
 Lewis, Berl Artamas 55 Elizabeth St., Hartford, Conn.
 McGinnis, Mamie Rose 1701 N. Lee St., Salisbury, N. C.
 MacKenzie, Charles A. 822 N. 34th St., Camden, N. J.
 Marlette, Foy Mildred Route 1, Saxapahaw, N. C.
 Neave, William Rufus Route 1, Ivor, Va.
 Newlin, Orpha Mildred Graham, N. C.
 Parker, George Conrad George, N. C.
 Redding, Clyde Hartgrove Rural Hall, N. C.
 Riddle, Felsie Kathleen Market St., Graham, N. C.
 Stack, Cleo Catherine 741 Waughtown St., Winston-Salem, N. C.
 Taylor, Martha Rebecca 113 Johnson St., High Point, N. C.
 White, Ernest Kennedy 225 Florence St., Greensboro, N. C.
 White, Martha Gray Guilford College, N. C.
 Wiley, Frances Virginia Route 3, Greensboro, N. C.

Junior Class

Ainsley, George Aubrey Roper, N. C.
 Alexander, Frances Eleanore 17 Edward St., Bergenfield, N. J.
 Allen, Gerald Lowell Snow Camp, N. C.
 Allen, Robert Stuart Snow Camp, N. C.
 Anderson, Robert Carey 1006 Guilford Ave., Greensboro, N. C.
 Binford, Anna Naomi Guilford College, N. C.
 Bivens, Rena Vonore, Tenn.
 Bowers, Paul J. Sanford, N. C.
 Bryant, Mary Carlton Woodland, N. C.
 Budd, Cecil Mt. Vernon Springs, N. C.
 Cochran, Gertrude Kernersville, N. C.

Fulp, James P.	Kernersville, N. C.
Garner, Simpson Ward	King, N. C.
Gilmer, Bernard Graham, Jr., 102 N. Edgeworth St., Greensboro, N. C.	
Hunter, Erline	Westfield, N. C.
Jinnette, Allen Jay	Bessemer Branch, Greensboro, N. C.
Johnson, Dora Ailene	203 Main St., Asheboro, N. C.
Kent, Ernest Daryl	St. Albans, Maine
Kyle, Henry Paschal	Galax, Va.
Kyle, L. A.	Galax, Va.
Lambert, George Philip	628 Frederick St., Bluefield, W. Va.
Lassiter, Helen Minthorn	Cornelia, Ga.
Lollar, Alma Pearl	Route 1, Rutherfordton, N. C.
McGee, Willie Lou	Mount Airy, N. C.
Macon, Leonard Levi	Climax, N. C.
Meibohm, Edgar Paul Hubert	422 N. Cedar St., Greensboro, N. C.
Montgomery, Wm. Herbert	701 Fifth Ave., Greensboro, N. C.
Neece, Virginia Dare	Climax, N. C.
Newman, Fred Louis	323 W. 28th St., Winston-Salem, N. C.
Newnan, Terrill	Route 2, Box 525, Greensboro, N. C.
Osborne, Billie Katharyn	Marianna, Ark.
Perkins, Rachel Sophronia	Route 1, Goldsboro, N. C.
Price, Wm. Penn	Price, N. C.
Ragsdale, Emily	Jamestown, N. C.
Schenck, Colum Kelly	Guilford College, N. C.
Shaen, Edward	3129 River Ave., Camden, N. J.
Sink, Von Gerhardt	Route 1, Lexington, N. C.
Slate, Nina Agnes	King, N. C.
Stilson, Helen	7 Euclid Ave., Providence, R. I.
Sykes, Marvin	615 Joyner St., Greensboro, N. C.
Trivette, Herman Francis	Route 1, Clemmons, N. C.
Turner, Charles Pinkney	Guilford College, N. C.
Turner, Wm. Henry	2435 Patterson Ave., Winston-Salem, N. C.
Vannoy, Annie Laura	Purlear, N. C.
Ward, Louise Sarah	117 W. Queen St., Edenton, N. C.
Weber, Mary Kathryn	Reidsville, N. C.
Weston, Everett Len	Guilford College, N. C.
Wimbish, Wm. Thomas	112 Fisher Ave., Greensboro, N. C.
Woody, Mary Edith	White Plains, N. C.

Sophomore Class

Adams, Elizabeth	Route 3, Rocky Mount, N. C.
Anderson, Wm. Crawford	410 Fulton St., Greensboro, N. C.
Archer, Richard Hunter	1159 Battleground Ave., Greensboro, N. C.
Barnes, Margaret Louise	405 E. Whittington St., Greensboro, N. C.
Bates, Charlie Eugene	51 Vine St., Greensboro, N. C.

Baugham, Raymond Vance	700 Belmont St., Apt. 2, Richmond, Va.
Benbow, Edward P., Jr.	Guilford College, N. C.
Binford, Richard Titsworth	Guilford College, N. C.
Blair, Charles Edward	Trinity, N. C.
Blanton, Albert B.	Route 5, Shelby, N. C.
Bonham, Anna Jean	21 W. Clinton Ave., Bergenfield, N. J.
Bowers, John Warren	Sanford, N. C.
Bradshaw, John Claudius, Jr.	210 Fourth Ave., Franklin, Va.
Buckner, Mabel Elma	Route 2, Pittsboro, N. C.
Budd, Della Margaret	Siler City, N. C.
Budd, Kenneth C.	Siler City, N. C.
Bulla, Elizabeth Redding	204 Academy St., Asheboro, N. C.
Cannon, Julia Wharton	Guilford College, N. C.
Cantrell, Bruce Bernard	705 Percy St., Greensboro, N. C.
Capella, Wm. T.	321 Pratt St., Hamonton, N. J.
Carroll, Charles L., Jr.	704 Percy St., Greensboro, N. C.
Clodfelter, Clell Batten	Route 1, Thomasville, N. C.
Collier, William Garvin	1525 Battleground Ave., Greensboro, N. C.
Coltrane, Mary Alma	Brevard, N. C.
Coltrane, Vernon Eugene	Route 1, Greensboro, N. C.
Cox, James Wesley	Staley, N. C.
Crutchfield, Wayland A.	Friendly Rd., Greensboro, N. C.
Cullipher, Milton V.	Merry Hill, N. C.
Davis, Henry Winston	610 Courtland St., Greensboro, N. C.
Davis, Joseph Vernon	Route 1, Concord, N. C.
Doig, Robert	62 N. Franklin St., Nyack, N. Y.
Donnell, Mina Alice	Climax, N. C.
Farlowe, Gertha Lee	Guilford College, N. C.
Fitzgerald, Annie Lee	Linwood, N. C.
Gibbons, Milo Vivian	64 Asbury Ave., Ocean Grove, N. J.
Gilliam, Elizabeth Hunter	300 Endor St., Sanford, N. C.
Glisson, Millie B.	403 Magnolia St., Goldsboro, N. C.
Green, Philip Lambeth	720 Silver St., Greensboro, N. C.
Grigg, William E.	Lincolnton, N. C.
Gunn, Ralph A.	Route 4, Reidsville, N. C.
Hammond, James Philip	316 S. Spring St., Greensboro, N. C.
Hassell, Lillian	Jamestown, N. C.
Helms, Dallas Williamson	Route 1, Jonesboro, N. C.
Hepler, Claude L.	Box 111, Ocean Park, Cal.
Higgins, David Rayborn	Route 1, Guilford College, N. C.
Hill, Clarence Howell	Yadkinville, N. C.
Hill, J. Addison	Jamestown, N. C.
Hockett, Paul Branson	Route 1, Pleasant Garden, N. C.
Hodgin, John Ernest	Guilford College, N. C.
Hollis, Allan Ray	64 Shober St., Greensboro, N. C.
Hollis, Naoma Estelle	64 Shober St., Greensboro, N. C.

Hollis, Virgilia Ruth	64 Shober St., Greensboro, N. C.
Holt, Arthur Gail	604 W. Lee St., Greensboro, N. C.
Holt, Palmer Cleone	604 W. Lee St., Greensboro, N. C.
Hunter, Millard Stanton	200 S. Tremont, Greensboro, N. C.
Hutton, Joseph Wilbur	813 Spring Garden St., Greensboro, N. C.
Jones, James Lister, Jr.	Guilford College, N. C.
Kinsey, Wm. Patton	Thomas and Orchard Sts., Riverton, N. J.
Lee, Annie Louise	14 Arden Rd., Asheville, N. C.
Levering, Emily Virginia	Guilford College, N. C.
Lovings, James W.	8 Bogart St., Greensboro, N. C.
Lucke, Betsy Dickens	Badin, N. C.
McIver, Frances	996 Spring Garden St., Greensboro, N. C.
McNairy, John V.	304 W. Fisher Ave., Greensboro, N. C.
Mabe, Irene Mally	Route 1, Mt. Airy, N. C.
Mickle, Walter Alvin, Jr.	Pfafftown, N. C.
Miller, Frank Thomas, Jr.	204 Hendrix St., Greensboro, N. C.
Moorefield, Elizabeth	Rural Hall, N. C.
Nau, Henry Frederick Richard	210 Luther St., Greensboro, N. C.
Neave, Marguerite Virginia	Route 3, High Point, N. C.
Nesmith, Virginia Lee	Route 1, Guilford College, N. C.
New, L. T., Jr.	704 Lake Drive, Greensboro, N. C.
Newlin, Hannah Ruth Elizabeth	Route 2, Graham, N. C.
Nunnery, James R.	Box 125, Roseboro, N. C.
Payne, Ruth Josephine	Archdale, N. C.
Pegram, Annie Lee	Route 1, Guilford College, N. C.
Pleasants, George David	1711 Rolling Rd., Greensboro, N. C.
Poole, Jesse Roberts	Stoneville, N. C.
Ragsdale, Dorothy Louise	Madison, N. C.
Register, John Wright	226 Beamon St., Clinton, N. C.
Robertson, Clara Belle	Pine Hall, N. C.
Seabolt, Jasper Gibbs, Jr.	1010 Lexington Ave., Greensboro, N. C.
Sharpe, Charles C., Jr.	Route 4, Greensboro, N. C.
Sharpe, Jule Thomas	Route 4, Greensboro, N. C.
Shaw, James Cornelius	Guilford, N. C.
Smith, Sam C.	316 W. Gaston St., Greensboro, N. C.
Stack, Wilda Elizabeth	741 Waughtown St., Winston-Salem, N. C.
Stilson, Esther	7 Euclid Ave., Providence, R. I.
Sutphin, Elvin Creed	100 Locust St., Galax, Va.
Swaim, Fair Linville	Route 5, Winston-Salem, N. C.
Tucker, Adelaide Marion	Box 1955, Winston-Salem, N. C.
VanAuken, Robert D.	109 Bradley Ave., Bergenfield, N. J.
Vannoy, Winnie Marie	Purlear, N. C.
Vestal, Claude Kendrick, No. 1 Vick Apt.,	Greensboro, N. C.
Webster, Mary Elinor, A3 Barclay Court,	9 S. Pennsylvania Ave.,
	Atlantic City, N. J.

Weston, Setzer	Guilford College, N. C.
Wright, Arthur Latimer	35 N. 33rd St., Camden, N. J.
Wright, Hazel J.	1229 S. Main St., High Point, N. C.
Wyant, Vernon Lloyd	406 Woodlawn Ave., Greensboro, N. C.

Freshman Class

Adams, Hazel Ruth	Route 1, Randleman, N. C.
Anderson, John T.	924 Carr St., Greensboro, N. C.
Atkins, Charles Robert, Jr.	620 Asheboro St., Greensboro, N. C.
Barnes, Ruth Gertrude	Route 1, Dudley, N. C.
Beane, June L.	620 S. Mendenhall St., Greensboro, N. C.
Benbow, Dewitt Clinton	Guilford College, N. C.
Biddle, Samuel Lippincott	R. F. D., Riverton, N. J.
Black, Lois Edna	504 Lexington Ave., Thomasville, N. C.
Boring, Edwin Garrigues, Jr.	21 Bowdoin St., Cambridge, Mass.
Bosher, Ralph George	703 Longview St., Greensboro, N. C.
Boyles, Norman	King, N. C.
Brown, Ernest Clark	Guilford College, N. C.
Budd, Geraldine	Mt. Vernon Springs, N. C.
Bullock, James Reoder	Guilford College, N. C.
Bullock, Tom Burus, Jr.	Guilford College, N. C.
Caviness, Frances Lee	Aberdeen, N. C.
Coble, William David	Guilford College, N. C.
Copeland, Howard F.	Guilford College, N. C.
Cornette, James Clarke, Jr., care of First Methodist Church,	Morganton, N. C.
Craven, Nancy Lou	325 S. Cox St., Asheboro, N. C.
Cushmore, Gladys Marie	8 Day St., Tenafly, N. J.
Davis, Leon Carraway	Route 1, Goldsboro, N. C.
Ellis, Jane Coggin	Star, N. C.
Evans, Mary Hart	Biddleford Pool, Maine
Faust, DeLacy	Liberty, N. C.
Fields, Margaret C.	Guilford College, N. C.
Fitzgerald, Jack	Linwood, N. C.
Foster, Roscoe Dudley	517 Park Ave., Greensboro, N. C.
Grayson, Stewart Maxwell	Fairfax, Va.
Greeson, H. E., Jr.	1006 Vance St., Greensboro, N. C.
Hall, Dwight M.	905 Douglas St., Greensboro, N. C.
Hall, Ellen Prather	Danbury, N. C.
Harris, Posey Talmage	1109 Bellevue St., Greensboro, N. C.
Haynes, Aubrey Elbert, Jr.	406 Burtner St., Greensboro, N. C.
Herring, Judith Ray	Route 1, Dudley, N. C.
Higgins, Charles Burus	Guilford College, N. C.
Higgins, Sidney Starr	Route 1, Guilford College, N. C.
Hinton, Alonzo Alfred	Box 1108, Route 3, Greensboro, N. C.

Hockett, Francis Worth	Pleasant Garden, N. C.
Hockett, Mildred Faye	Route 1, Pleasant Garden, N. C.
Holder, Paige Cicero	126 Wilson St., Greensboro, N. C.
Horney, Mary Elizabeth	Route 3, High Point, N. C.
Howard, Avie Elizabeth	Guilford, N. C.
Hutchinson, George Wesley	Walnut Cove, N. C.
James, Mildred Henrietta	Star, N. C.
Jarrett, Martha Estelle	Route 2, High Point, N. C.
Johnson, Frances Elizabeth	Route 3, High Point, N. C.
Jones, Thomas McLendon	Guilford College, N. C.
Jordan, Robert Blackwell	636 N. Elm St., Greensboro, N. C.
Kearns, David Langston	2125 Wright Ave., Greensboro, N. C.
Kelsey, Philip M.	80 Whitehall Rd., Amesbury, Mass.
Lindsay, Louis Parker	910 N. Eugene St., Greensboro, N. C.
McCommons, Joseph Watson	1022 Jackson St., Roanoke Rapids, N. C.
Maclean, Geraldine Louise	191 Second Ave., West Haven, Conn.
Maloney, Earle Francis, Jr.	121 Linden Ave., Collingswood, N. J.
Maness, Mary Elizabeth	Archdale, N. C.
Mathis, Billie Sam	Box 133, Cumby, Texas
Mendenhall, Charles Millard	309 S. Tremont Drive, Greensboro, N. C.
Mitchell, Edward	Route 1, Goldsboro, N. C.
Mitchell, Wm. Covington	1310 Bothwell St., Greensboro, N. C.
Moore, Edith Anne	Stovall, N. C.
Moore, Paul Lee	Route 1, Greensboro, N. C.
Mostrom, Margaret Gaetz	Marion Road, Wareham, Mass.
Murray, Howard Leroy	32 Vine St., Denim Branch, Greensboro, N. C.
New, Floyd Astor	704 Lake Drive, Greensboro, N. C.
Oehman, Annie Ruth	Guilford College, N. C.
Otwell, Ronald C.	Route 1, Pleasant Garden, N. C.
Overman, Frances Kathryn	Hinesville, Ga.
Overman, Thell Becton	Route 1, Goldsboro, N. C.
Overstreet, Nancy Boling	Perryville, Ky.
Parker, Charlotte White	401 Woodbrook Ct., High Point, N. C.
Parsons, James Samuel	614 W. Farris St., High Point, N. C.
Payne, John Benson, Jr.	1825 Rolling Rd., Greensboro, N. C.
Pearson, Dorothy Mae	110 North Carolina Ave., Goldsboro, N. C.
Pegram, Mae Sue	Route 2, Kernersville, N. C.
Pegram, Pauline Kirkman	Route 1, Guilford College, N. C.
Petrea, Alice Elizabeth	Route 1, Kannapolis, N. C.
Phillos, Melvin	225 Church St., Greensboro, N. C.
Potts, Helen Margaret	Yadkinville, N. C.
Purdom, Amanda Frances	Mitchellsburg, Ky.
Ragan, Herbert Tomlinson	Archdale, N. C.
Redding, Margery Elder	Route 1, Trinity, N. C.
Reynolds, Thomas Lee	Randleman, N. C.
Roche, Robert L.	7 Wall St., Foxboro, Mass.

Rohr, Beatrice Augusta	101 Hickory Ave., Tenafly, N. J.
Ryan, John Walker	Falls Church, Va.
Sadler, William Matlock	Route 2, Burlington, N. C.
Savage, James Lynwood	Route 2, Greenville, N. C.
Sawyer, Keitt	Vanceboro, N. C.
Scott, Rodman Evans	16 S. Troy Ave., Ventnor City, N. J.
Seifert, Allen Richard	2574 Baird Blvd., Camden, N. J.
Sharpe, Harold L.	Route 2, Hamptonville, N. C.
Sichol, Wm. Richard	Holland, Mass.
Smalley, Madeline W.	170 S. Clinton St., East Orange, N. J.
Smith, Doris	Route 1, Kernersville, N. C.
Sprinkle, Augusta Virginia	Route 1, Tobaccoville, N. C.
Stephens, Sarah Lavina	Liberty, N. C.
Stilson, Ruth	7 Euclid Ave., Providence, R. I.
Strunks, James Arthur	904 Douglas St., Greensboro, N. C.
Taylor, Albert Greene	Route 1, Pink Hill, N. C.
Thorne, Matrene	Elm City, N. C.
Tilson, Charles	N. Oak St., Lincolnton, N. C.
Trotter, Bettie May	Liberty, N. C.
Trotter, Raymond Joseph	2 N. Fairview Ave., Upper Darby, Pa.
Turner, Roy Sims	604 Guilford Ave., Greensboro, N. C.
Vestal, Burl R.	212 N. Broad St., Winston-Salem, N. C.
Vestal, Earl W.	212 N. Broad St., Winston-Salem, N. C.
Ward, Adelaide	80 16th St., Denim, N. C.
Weant, Rebecca Ellis	622 S. Fulton St., Salisbury, N. C.
Wetherald, Elizabeth	Berwyn, Md.
White, Wayne Earl	Climax, N. C.
Whitfield, Martha Mozelle	Route 1, Pilot Mountain, N. C.
Wilson, Helen Elizabeth	Route 1, Linwood, N. C.
Wilson, LaVelle	801 Carrick Ave., High Point, N. C.
Wilson, Lyndon Floyd	406 E. Farris Ave., High Point, N. C.

Irregular Students

Anderson, Ruth Carolyn	42 Jewett Ave., Tenafly, N. J.
Barrow, Sybil Grace	Vanceboro, N. C.
Butler, Kathleen	Route 1, Whiteville, N. C.
Carll, Eleanor	Main St., Gorham, Maine
Christy, Dorothy Pierce	Hampton Institute, Hampton, Va.
Cook, James William	Route 1, Siloam, N. C.
Davis, Elias Alton	1012 Cedar St., Roanoke Rapids, N. C.
Doggett, Carfey Moore	Summerfield, N. C.
Doig, Mary Holdeman	62 N. Franklin St., Nyack, N. Y.
Edwards, James Dolph	1116 Roanoke Ave., Roanoke Rapids, N. C.
Farlow, Joseph Newton	811 Gregory St., Greensboro, N. C.
Fredericks, John William, Jr.	14 West Queen St., Wilmington, N. C.

Harrell, George Casey	Route 3, Goldsboro, N. C.
Hassell, Charles Wilbur	1018 Aycock St., Greensboro, N. C.
Hudson, Frank, Jr.	3902 Spring Garden St., Pomona, N. C.
Johnson, Paul M., Jr.	609 Joyner St., Greensboro, N. C.
Kelly, Mary Inez	1006 Bellevue St., Greensboro, N. C.
Kumagai, Noatoda	Kyoto City, Japan
Lamb, James Thomas	79 Water St., Mr. Holly, N. J.
McDonald, James Henry	Route 1, Pleasant Garden, N. C.
McGee, Annie Vilen	Route 1, Mt. Airy, N. C.
Maus, James Reginald	315 Bellemead St., Greensboro, N. C.
Melville, Gladys Eugenia	Box 326, North Wilkesboro, N. C.
Neave, Walter H.	Route 1, Ivor, Va.
Newkirk, Howard Burgess	18 Chestnut St., Salem, N. J.
Pringle, Joseph Ross	Route 2, Greensboro, N. C.
Reed, Jack	O. Henry Hotel, Greensboro, N. C.
Rees, Floyd Eugene	119 Bruce St., Greensboro, N. C.
Robinson, Douglas McRay	Vanceboro, N. C.
Simpson, Hazel	Vanceboro, N. C.
Stanley, John	1520 Lovett St., Greensboro, N. C.
Tish, Hubert Hoffman	Route 4, Charlotte, N. C.
Tonge, Stafford	449 Market St., Belvidere, N. J.
Vaughn, Mabel Elizabeth	Route 1, Stokesdale, N. C.
Woolley, Howard Raymond	345 Grandview Ave., Pitman, N. J.
Wooters, William Henry	516 Woodlawn Ave., Greensboro, N. C.

Special Students

DeOvies, Stanley Gonville, Jr.	833 N. Elm St., Greensboro, N. C.
Powell, Mrs. Melissa	Route 2, Clinton, N. C.
Vick, Giles Wesley, Jr.	Route 3, Box 499, Greensboro, N. C.

Summer School Only

1934

Bruce, Carene Elizabeth	Guilford College, N. C.
Crews, Rubye Elizabeth	Route 1, Walkertown, N. C.
Cude, Mrs. Isabel Cox	Colfax, N. C.
Dees, Mary	707 Dover Rd., Greensboro, N. C.
Denny, George	Route 5, Greensboro, N. C.
Fulk, George Allen	Pilot Mountain, N. C.
Garner, Austin Elroy	King, N. C.
Nau, Walter Theodore	210 Luther St., Greensboro, N. C.
Newlin, Ira Guthrie	Route 2, Graham, N. C.
Reynolds, David Richard	Guilford College, N. C.
Smith, Charles Dan	Route 4, Greensboro, N. C.
Venable, Rex Wayne	Ararat, N. C.
Winchester, Margaret	Route 2, Summerfield, N. C.
Woody, William Waldo	Highfalls, N. C.

SUMMER SCHOOL 1934

At the seventeenth session of the summer school, June 6-August 7, the following objectives were emphasized:

1. To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.

2. To give to teachers courses that lead to certification.

3. To encourage leisure reading for and preparation of the cultural resource courses.

4. To give special training to those students interested in personnel work and vocational guidance.

The faculty was composed of Dean Clyde A. Milner, director and professor of philosophy and psychology; Eva G. Campbell, biology, German, and physical education for women; Harvey A. Ljung, chemistry and education; Philip W. Furnas, English; Elwood C. Perisho, geography; A. I. Newlin, history; Elizabeth C. Bruce, home economics; James L. Fleming, French and physical education for men; J. Wilmer Pancoast, mathematics; Ernestine C. Milner, psychology and philosophy.

President Clyde A. Milner will be the director of the eighteenth session of summer school, June 4-August 5, 1935. A bulletin outlining the course of study is available.

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GUILFORD COLLEGE WINS ANOTHER VICTORY !

GUILFORD'S SIGNAL VICTORY

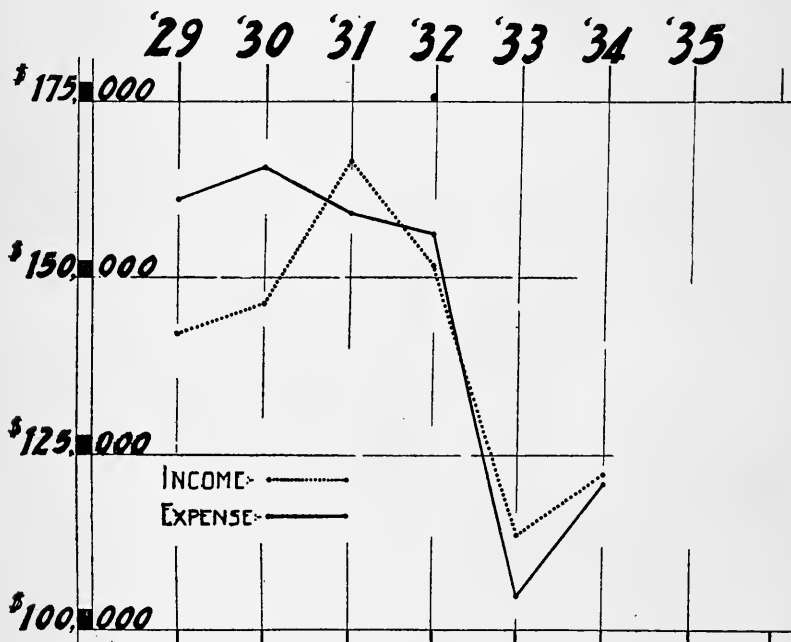
SERVICE TO STUDENTS UNIMPAIRED:

Guilford has in characteristic manner come through the past few years without impairment of its scholastic standards and without loss in service to its students.

This story is related here in the same quiet, straightforward, practical manner in which it was achieved.

Facts and figures alone are used. The years '29 thru '32 are used as a basis of comparison with the years '33 thru '34. Figures for '35 will not be available under June 15, the close of the fiscal year, but will be substantially the same as '34.

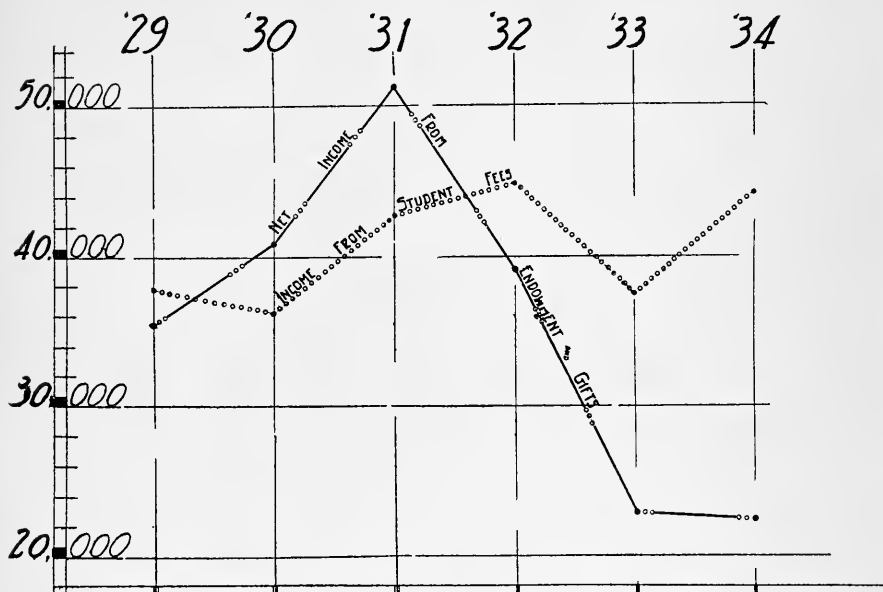
OPERATED ON A BALANCED BUDGET SINCE 1932:



	'29 thru '32	'33 and '34
Average Income	\$151,000	\$117,000
Average Expense	\$159,000	\$112,000

A loss of approximately \$34,000 in income has been entirely absorbed by reduced expenditures. The college is operating on current income.

STUDENT FEES INCREASE SLIGHTLY OTHER SOURCES OF INCOME DECREASE



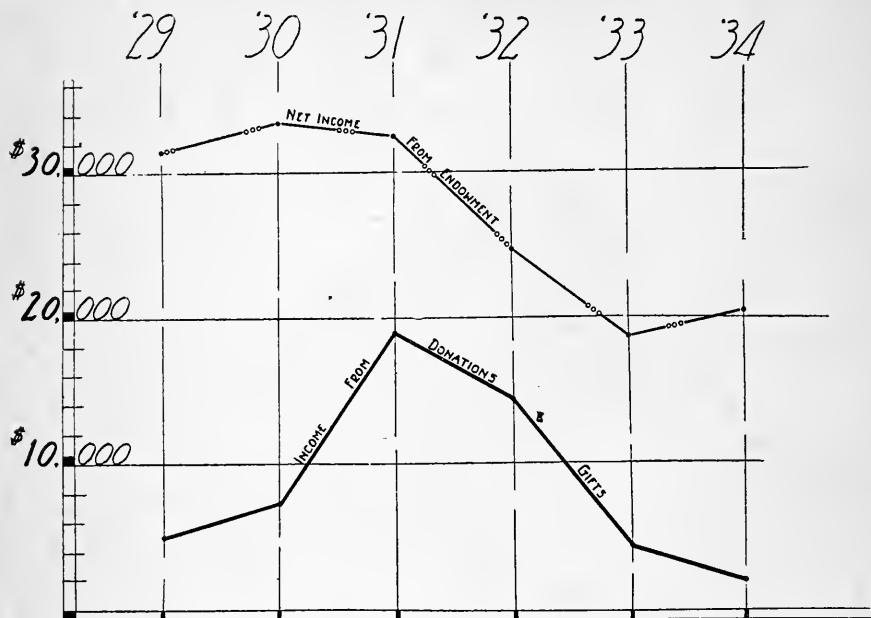
	'29 thru '32	'33 and '34
Average Income from Student Fees	\$ 40,200	\$ 40,500
Average Income from Endowment and Gifts	\$ 41,000	\$ 22,700

The student body is carrying its usual proportion of the financial burden.

¶ The organization of numerous local chapters and their many meetings during the year bespeaks a renewed loyalty and unity of spirit among the alumni.

INCOME

Income From Gifts and Donations Greatly Reduced
Net Income From Endowment Decreased



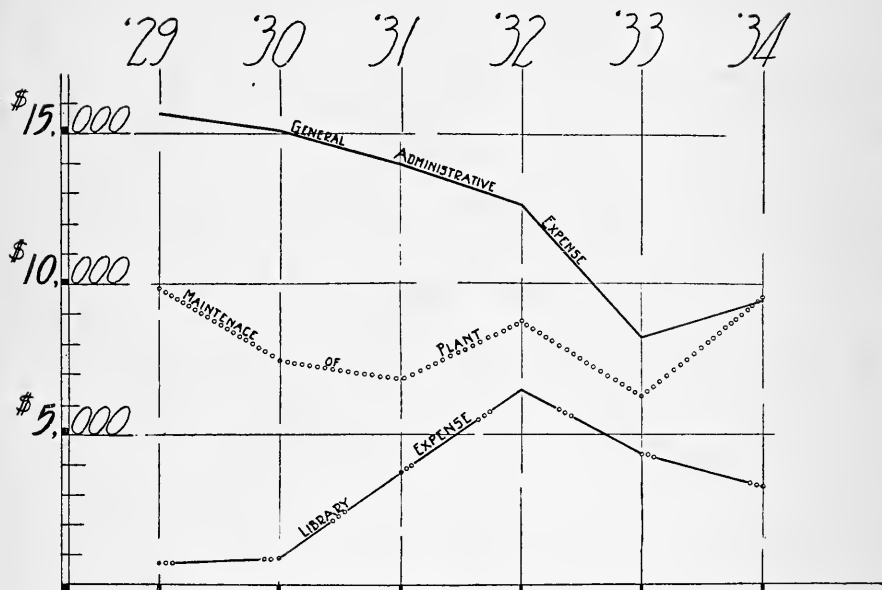
	'29 thru '32	'33 and '34
Average income from Donations and Gifts	\$ 11,250	\$ 2,186
Average net income from Endowment	\$ 30,000	\$ 19,680

Unusual rise in endowment expense has been due to paying back taxes, assessments and legal fees in connection with foreclosed properties.

¶ The dedication of the "QUAKER" to the Faculty is an outward mark of the Student Body's respect and appreciation, and is characteristic of its cheerful and full cooperation.

EXPENSES

Library Facilities Increased
Maintenance of Plant Constant
General Administrative Expense Reduced

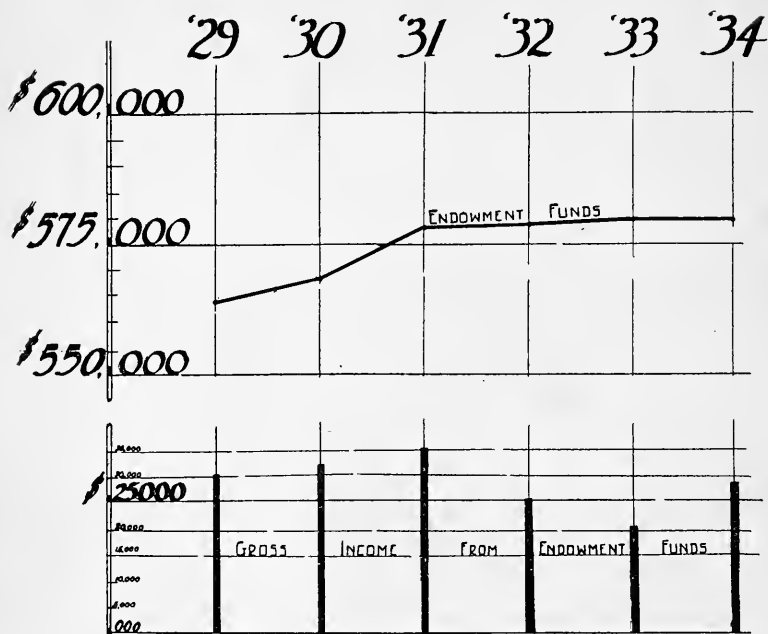


	'29 thru '32	'33 and '34
Average Library Expense	\$ 2,900	\$ 3,900
Average Maintenance of Plant	\$ 8,100	\$ 7,800
Average General Administrative Expense	\$ 14,200	\$ 8,800

¶ The work of the Faculty Advisory Council has been of great assistance in taking over the responsibility for administrative details. The energy and enthusiasm of the faculty in understanding and meeting its unusual problems has been excellent.

VALUE OF ENDOWMENT

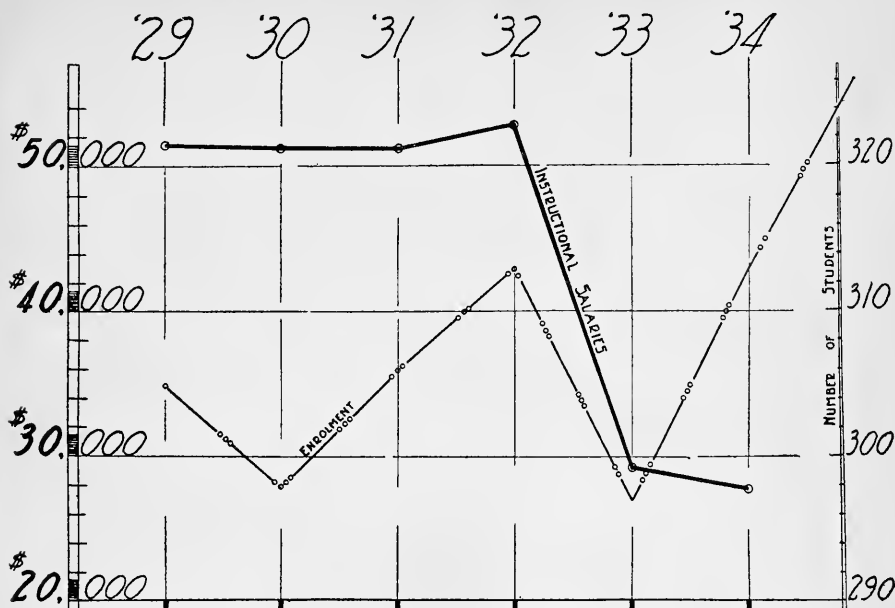
GROSS INCOME FROM ENDOWMENT



The Endowment has been conserved. Income from Endowment has suffered some decrease, but is showing a healthy recovery.

¶ The untiring and unstinted efforts of the Board of Trustees to safeguard the welfare of the college has been successful.

INSTRUCTIONAL COSTS MARKEDLY DECREASED STUDENT ENROLLMENT INCREASED



	'29 thru '32	'33 and '34
Average Instructional Costs	\$ 51,800	\$ 28,300
Average Total Enrollment	305	312

The largest enrollment in the history of the college was 326 in 1935.

The great cut in instructional costs would appear to indicate that the college had sacrificed its educational program to balance its budget. However, the following pertinent facts will disprove this assumption:

1. Instructional costs, other than faculty salaries, are fairly constant.
2. Reduction in faculty salaries was proposed by the Administration, approved by the Faculty and recommended to the Board of Trustees for adoption. The Faculty voluntarily assumed their share of the burden.
3. The same faculty is present in 1935 that was here in 1931, with one exception.
4. During the past three years two members of the faculty have been awarded Doctors' degrees, four Masters' degrees, and four others have about completed work for the doctorate.
5. Recent graduates are doing good work in graduate school.

SUMMARY

The college is operating on its current income.
The physical plant is being adequately maintained.
General administrative expense has been reduced.
Instructional costs, other than salaries, are being maintained.
The library facilities are being improved.
There has been no change in courses of study.
The same faculty, with one exception, is employed.
The student enrollment has increased.
The endowment has been preserved.

THE IMMEDIATE COST OF THIS VICTORY HAS ALL BEEN GAIN

WHAT MAY BE THE ULTIMATE COST?

SOUTHERN ASSOCIATION MEMBERSHIP:

The present salary schedule is not only 45% below the '29-'32 schedule, but is also considerably lower than the minimum required for membership in the Southern Association of Secondary Schools and Colleges. Their minimum has recently been lowered. To continue on our present schedule will ultimately endanger our standing in the Association. A notice to this effect has already been received.

STABILITY OF THE FACULTY:

There is a possibility that members of the instructional staff who should be retained will be attracted to other institutions thru higher salaries. As one of the greatest strengths of a college lies in the stability of a strong teaching staff, our educational program demands that every effort be made to hold the faculty. This means that every effort should be made immediately to restore a reasonable salary schedule.

THESE GAINS CAN BE CONSOLIDATED AND ULTIMATE LOSSES AVERTED!

The Board of Trustees is doing its part!
The Administration is doing its part!
The Faculty is doing its part!
The Student Body is doing its part!
The Alumni Association is doing its part!

I WILL DO MY PART!

BY MAKING MY GIFT TO THE ANNUAL GIVING FUND TODAY

... REMEMBER ...

TO MAKE "EVERY GUILFORDIAN A CONTRIBUTOR"
YOUR HELP IS ESSENTIAL

GUILFORD COLLEGE BULLETIN

FRESHMAN WEEK

SEPTEMBER 9-12, 1935



FOUNDERS HALL

Welcome to the Class of 1939

Published monthly
by
Guilford College

GUILFORD COLLEGE, N. C.

Program

SEPTEMBER 9 TO 12, 1935

Monday, September 9

- 8:00-12:00 Matriculation—President's Office, Memorial Hall.
Payment of Fees—Treasurer's Office, Memorial Hall.
- 12:25 Lunch, Founders Hall.
- 1:00- 3:00 Arrangement of rooms in dormitories.
- 3:00- 4:00 Mass meeting for all students—Auditorium.
Address of Welcome, President Milner.
- 4:30- 5:30 Recreation.
- 6:00 Dinner.
- 7:00 Social hour.
- 8:00 Meeting with deans and presidents of student councils. Men—Archdale Hall.
Women—Founders Hall.

Tuesday, September 10

- 8:00 "Guilford's Educational Program," Mrs. Milner
—Auditorium.
- 9:00 English Placement Tests for all students—Auditorium.
- 10:45 Section A—"The Use of the Library," Miss Ricks—Library.
Section B—"How to Study in College," Mrs. Milner—King 1.
Section C—"The Historical Significance of Guilford College," Professor Newlin—King 4.
- 11:30 Section A—"How to Study in College," Mrs. Milner—King 1.
Section B—"The Historical Significance of Guilford College," Professor Newlin—King 4.

Section C—"The Use of the Library," Miss
Ricks—Library.

1:15 A Trip Over the Campus—Dr. Ljung.

2:00 Meeting for all students, Professor Shepard—
Auditorium.

3:30 Section A—"The Historical Significance of Guil-
ford College," Professor Newlin
—King 4.

Section B—"The Use of the Library," Miss
Ricks—Library.

Section C—"How to Study in College," Mrs.
Milner—King 1.

4:15- 5:30 Recreation.

8:00 Presentation of Student Organizations—Audi-
torium.

Wednesday, September 11

8:00- 8:30 Chapel—President Milner and Dr. Weis—Audi-
torium.

8:30-10:00 French Placement Tests for all students who
present entrance units in French—Auditorium.
All other students, Room 2, King Hall: "Lan-
guage—A Cultural Tool," Professor Furnas.

10:00-11:00 Section A—"The Use of the Library," Miss
Ricks—Library.

Section B—"How to Study in College," Mrs.
Milner—King 1.

Section C—"Health," Dr. Campbell—King 4.

11:00-12:00 Section A—"How to Study in College," Mrs.
Milner—King 1.

Section B—"Health," Dr. Campbell—King 4.

Section C—"The Use of the Library," Miss
Ricks—Library.

1:00- 4:00 Selection of Courses—Memorial Hall, Biology
Laboratory.

4:30- 5:30 Recreation.

7:30 Social Program.

Thursday, September 12

8:00- 8:30	"The Honor System," Daryl Kent—Auditorium.
8:30-10:15	General Intelligence Test for all new students— Auditorium.
10:15-11:15	Section A—"Health," Dr. Campbell—King 4. Section B—"The Use of the Library," Miss Ricks—Library. Section C—"How to Study in College," Mrs. Milner—King 1.
11:15-12:15	Section A—"Reading for Leisure," Professor Furnas—King 4. Section B—"Music," Dr. Weis—King 1. Section C—"Sports and Hobbies," Coach Ander- son—King 7.
1:00- 5:00	Registration of all upperclassmen.
1:15- 2:15	Section A—"Music," Dr. Weis—King 1. Section B—"Sports and Hobbies," Coach Ander- son—King 7. Section C—"Reading for Leisure," Professor Furnas—King 4.
2:15- 3:15	Section A—"Sports and Hobbies," Coach Ander- son—King 7. Section B—"Reading for Leisure," Professor Furnas—King 4. Section C—"Music," Dr. Weis—King 1.
3:30- 4:30	Freshman call at book store for registration cards.
4:30- 5:30	Recreation.
8:00	Freshman Talent Program.

Friday, September 13

8:00 Regular academic schedule of semester begins.

NOTE: If traveling by train, consult ticket agent about special rates for students.



GUILFORD COLLEGE BULLETIN OF INFORMATION

PRESIDENT'S REPORT

Published Monthly By
GUILFORD COLLEGE
GUILFORD COLLEGE, NORTH CAROLINA

President's Annual Report

The Report of the Ninety-eighth Year of Guilford College

Guilford College has just completed its ninety-eighth year of continuous educational service. This is a fact of real significance, the result of the consecrated efforts and lives of the members of the Society of Friends. At critical times, when practically every other educational institution in the state had to close, Guilford College remained open through the necessary increase of sacrifice of those most closely connected with the institution.

Although Guilford College always offered some academic work of college grade, it granted its first degrees in 1889; thus, this is the 47th annual report of the president of Guilford College, which I am deeply grateful for the privilege of presenting.

Not only has the enrollment this year been the largest in the history of the institution, but the quality of academic work has been superior as indicated by the following facts. The registrar's report shows that the total enrollment for the year was 340 students.

OLD AND NEW STUDENTS

	<i>Men</i>	<i>Women</i>	<i>Totals</i>
Freshmen	76	53	129
Transfers	18	3	21
Previously enrolled	104	72	176
	<hr/>	<hr/>	<hr/>
	197	129	326

CLASS STANDING

Freshmen	67	47	114
Sophomores	64	36	100
Juniors	28	21	49
Seniors	11	12	23
Graduate	0	1	1

Irregulars	25	11	36
Specials	2	1	3
	<hr/>	<hr/>	<hr/>
	197	129	326
SUMMER SCHOOL ONLY '34	9	5	14
	<hr/>	<hr/>	<hr/>
Total	206	134	340

This exceeds the former high enrollment of the year 1931-32 by ten students. From a comparative study of the grades for the last ten years, it is shown that these 340 students have achieved academically. They have had higher ratings than those of any previous group of the last decade. While marks are not the only sign of academic attainment, the increased number of syllabus courses with clearly defined assignments has eliminated textbook courses. This academic advance is further attested by the librarian's report that the increase in the use of reserve books was 20,071; the total circulation of the books in the library was 39,602, a two hundred per cent turnover of the total number of volumes in the library.

Guilford College's distinction has always been and will always be in terms of its faculty. It shall be our definite policy to build and to coöperate with the staff members of any given period, to encourage and support them in their respective fields. The strength of a staff is measured in part in terms of continuity and permanence. It is with keen appreciation of their work and with regret that we have accepted the resignations of Gail Wilbur, Clarence E. Tobias, Max Noah, and Elizabeth Bruce. James L. Fleming will be away from the college this coming year on a leave of absence. During the second semester and this summer Dr. Binford has been on a leave of absence from the college. While having this greatly deserved opportunity for travel and study, he has shared his interest and ability with groups of Friends across the United States. He has returned to the college to devote his full time in making his valuable contribution as a teacher. When, however, replacements caused by resignations are neces-

sary, we shall exercise great care in making new appointments so that the academic, cultural, and spiritual strength of the faculty will be increased. With this background in mind, we announce the appointment since last Yearly Meeting of Miss Maxine Kirch, A.M., University of Wisconsin, as instructor in music, Dr. Russell Pope, Ph.D., of New York University, head of the language department and Dr. E. H. F. Weis, Ph.D., of Columbia University, professor of music. In addition to academic advancement through new appointments, Mari Luise Huth has received her A.M. degree from Columbia. During the academic year and summer Dorothy L. Gilbert has been working on her doctor's degree at the University of North Carolina. Four other members of our faculty are doing advanced academic work this summer. As stated to this body a year ago, I have endeavored to secure and act upon the corporate judgments of the administration and faculty. An administrative council has been established. The membership of this committee is composed of the heads of the academic divisions, the student advisers, the librarian and the business manager. Through this medium the opinions and judgments of the entire organization are secured and made the basis of our action. The faculty has been reorganized into a minimum number of essential committees, each having clearly defined responsibilities with commensurate executive power.

The summer school has been incorporated financially and academically into the college year. As rapidly as possible, the members of the permanent staff will serve in turn as teachers during this summer term. This arrangement has already decreased the number of courses given and equalized the teaching load of the summer school faculty, thus improving the educational service.

Charter Day, in anticipation of the Centennial Program, was celebrated again. Dr. Frank Graham, president of the University of North Carolina, was the guest speaker on Sunday, January 13. He emphasized the Quaker principals of race equality, quietness, and simplicity in raising the question "Is the faith of our fathers living still?" In the afternoon seven episodes in Guilford's history were presented.

This year the spiritual emphasis meetings were led by Elbert Russell, Dean of the School of Religion of Duke University and a member of the Board of Trustees of Guilford College. During this week of special meetings Elbert Russell spoke each morning at the college chapel and each evening in the meeting house. He brought messages replete with insight, understanding, and spiritual power. Alexander C. Purdy will bring the college and community the messages for the spiritual emphasis week during this coming year.

We have been definitely striving during this year for the college to become the servant of the Yearly Meeting. Toward that end the ministers of the Yearly Meeting were invited to a conference at the College in which we shared with them our objectives and plans and at which time we asked for their advice and counsel.

The most intense activity and the greatest achievement this year has been in connection with the Centennial Program. The whole program, which has been developing through the years, was more specifically organized and published in the college bulletin "One Great Century Challenges Another." During the year thirty-six local groups of the alumni have been organized and fifty-five meetings of these groups were held. These contacts have been effective in keeping the former students of the college in closer touch and sympathy with the work and problems of their Alma Mater. It is contemplated that these local alumni groups shall continue and become more active in interpreting the college to our former students and their communities. The Annual Giving Fund was inaugurated on May 13, 1935, under the direction of Professor F. Carlyle Shepard. The results of the first Annual Giving Fund drive were that 118 persons contributed up to June 15, 1935, the sum of \$1,422.26. However, the total amount of contributions for the year was \$5,079.14. These Annual Giving Fund contributions came from practically every class from 1890 to 1937 and from students of the boarding school in classes as far back as 1860. Among 118 contributors were 14 friends of the college who were not former students. These 118 friends of Guilford College are indeed its living

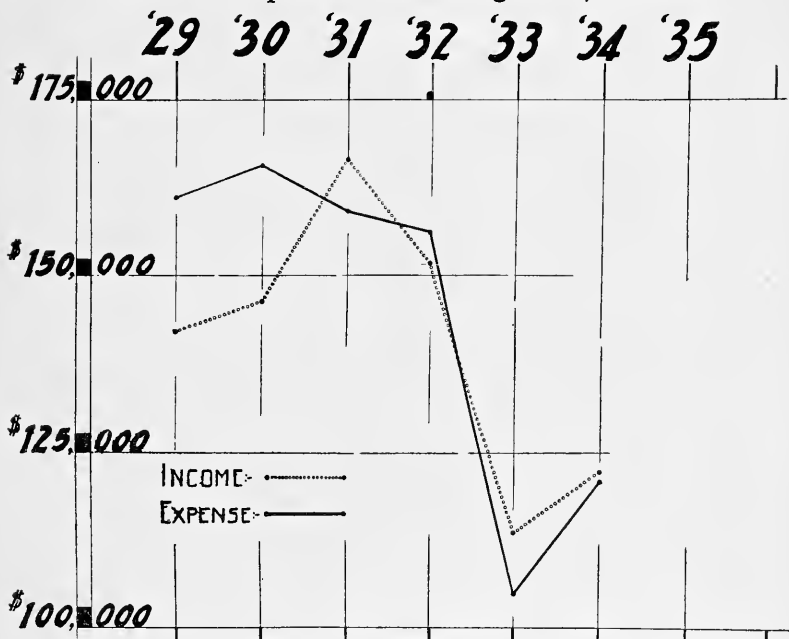
endowment, representing invested funds more than 20 times this amount. This valuable form of assistance will become increasingly significant in the financing of such an institution as ours. The Annual Giving Fund includes the contributions of the members of the Centennial Club established in 1930. The new organization carries out the purposes and the functions of the previous one.

In addition to the gifts of money, we have received, under the direction of Robert Doak, much valuable assistance in labor and in the use of farm equipment from the Guilford College alumni group. This group aided the college in preparing the campus for the Soil Erosion Project. The centennial plan for buildings and campus has materialized in connection with the reseeding of the campus as a Soil Erosion Project, the laying of the first section of the flagstone walks, the elimination of roads from the center of the campus and the planting of many trees and shrubs.

During the last year the financial situation of the college has improved. The college, though having a large promotional budget, closed the year with a balance of \$4,063.43. This sum has been distributed to the faculty according to the agreed schedule. This additional distribution, however, in no way pays the faculty members their nominal salaries; they have, through voluntary salary reductions, contributed to the college approximately \$20,000 this year. To clarify our exact financial condition, Professor F. Carlyle Shepard has prepared the following graphs which are self-explanatory.

GRAPH "A"

Income and Expenses—1929 through 1934, inclusive.



Shows average expenditure of about \$160,000 from '29 through '32 with a drop to an average of about \$117,000 for '33 and '34.

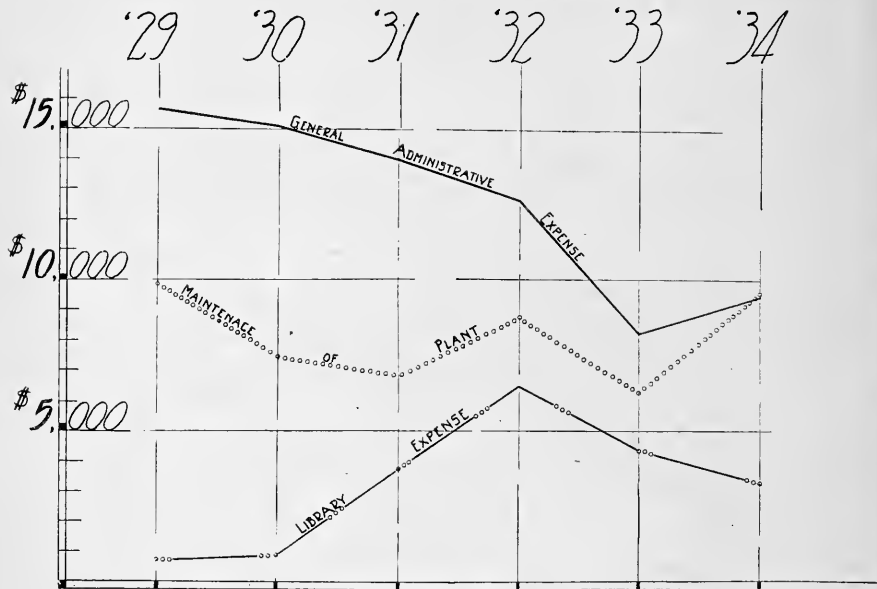
Shows a deficit for three or four years, 1929 through 1933, averaging \$10,000 per year with a surplus of about \$8,000 for 1931.

Shows that expenditures were less than income for years '33 and '34, by \$8,000 and \$1,700, respectively.

GENERAL CONCLUSION: Though there has been a drop in income of about \$42,000 since 1932, this decrease has been absorbed by curtailing expenditures.

GRAPH "B"

Expenses: General Administrative Expenses—Maintenance of Plant—Library Expense



Shows that general administration and expense has been reduced from an average of about \$14,000 per year for the period 1929-1932, inclusive, to about \$9,000 for the years 1933 and 1934, inclusive.

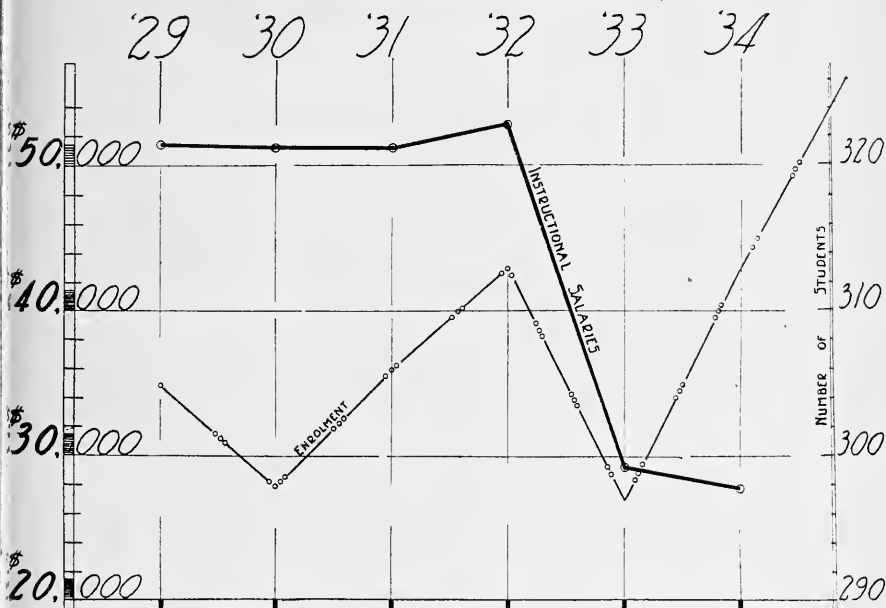
Shows that the expense of maintenance of plant has been about the same throughout the entire period, averaging about \$7,500 per year.

Shows that the expenditures on library, chiefly books, has increased tremendously from a low of \$795 in 1929 to a high of \$6,462 in 1932, with an average of about \$3,000 per year for this four-year period. For the years 1933 and 1934 the library expenditures have been \$4,614 and \$3,275, respectively.

GENERAL CONCLUSIONS: There has been a decided decrease in general administrative expense. The cost of maintenance of plant has been the same, and the cost of the library improvements has increased from 3 to 400 per cent.

This would indicate that the physical plant is not suffering from reduced income. Further that the most essential element in the college community, the library, is not only not suffering but is being very appreciably improved. This is due in part to a gift of \$2,000 per year from the Carnegie Corporation, but that does not account for the full increase.

GRAPH "C"
Faculty Salaries—Enrollment



Shows that the enrollment has been about 300 for the entire period from 1929 to 1934. However, the enrollment of 311 for 1934 was only 2 below the highest enrollment of record and the enrollment of 326 in 1935 is 13 above any previous record.

Shows that faculty salaries for the period, 1929 through 1932, inclusive, average about \$51,500 per year, with a drop to an average of about \$28,000, for the years '33 and '34.

GENERAL CONCLUSIONS: This indicates that the maintaining of the same fees has had no ill effect on student enrollment. The FERA has probably had some good effect in maintaining the enrollment. It is not definitely known that this will be in effect next year, though it is generally believed that it will.

This shows that the major portion of the decreased income has been absorbed by reducing salaries. As most salaries are for instructional purposes, the faculty salaries have met practically the entire loss. This has meant a reduction in faculty salaries of about 45%.

The necessity of extensive student aid is a large item in the financial consideration of the college.

This last year the aid, amounting to over \$21,000 in the form of scholarship, work and loans, was given to students. This burden has been considerably reduced by the liberal FERA grant from the Federal Government. It will be of special interest to the friends of North Carolina Yearly Meeting to know that of the 68 members of the Society enrolled in Guilford College this year, 56 received assistance amounting to the surprisingly large sum of \$6,622.50. Thus students from the Society of Friends, representing 20% of the enrollment, have received 31% of our financial assistance. It has always been the policy of Guilford College to assist worthy students but we wish to point out that the greatest educational leaders are agreed that such a policy constantly endangers the academic standing and attainment of the institution. They are also agreed that a too extensive self-help program defeats the finest educational development of the individual student. This is contrary to lay opinion. The financial statement of the college for the year will be printed at the end of this report.

Before stating our objectives for the future, I wish to express to the members of the Board of Trustees and to all my colleagues on the college faculty and staff my deep appreciation of their kindness, loyalty, and coöperation. Few of us realize the amount of time and able service that is given by the members of the college Board without remuneration or even expenses. They give unstintingly. On previous occasions I have been happy to express my appreciation of the work of individual faculty members. Practically every member, in addition to his or her regular duties, has willingly assumed extra responsibility.

In order to progress it is essential to have clearly defined objectives. The aims for the future were published in January of this year in a centennial bulletin. It is impossible to forecast the time or order of their achievement because of uncontrollable factors, but goals are necessary if the most rapid advancement is made. There are a very few of these aims that I wish to emphasize in this report.

FACULTY. The present faculty is carrying too heavy an administrative and teaching load according to the number of students we now have. In the near future additional staff members should be added so that the number of courses each teacher gives and the number of students in each course can be reduced.

EQUIPMENT. Although we have made great advances in our library, according to the librarian's report, more equipment, more books, and a larger staff is needed to care for the present educational demands of the student body.

In the near future we hope to appoint a curator of the museum and to give him such financial assistance that the valuable collections we already have may be adequately preserved and that new specimens may be added.

STUDENTS. While the enrollment has reached our numerical goal, we are very eager to select those students who should be at Guilford College and who would profit most by the experience. Again I will call your attention to the fact that only 20% of our student body is in the membership of the Society of Friends. This group should be substantially increased and we are depending upon your assistance.

CAMPUS IMPROVEMENT. A detailed statement of development has already been presented. Within the year we hope that the road around the campus will be hard-surfaced. The request for such a project has already been presented to the State Highway Commission by a group of friends of Guilford College. Plans are already formulated for the erection of two faculty houses on the Mary E. White lot. Alfred Busselle, architect, a member of the New York Yearly Meeting, who has been assisting us with our building plans for the last five years, has drawn up plans for these buildings and the work is now in the hands of the contractor.

CENTENNIAL PROGRAM. During the coming year Dorothy Gilbert will be working upon the history of Guilford College which is to be completed for the Centennial. A committee is at work gathering material for an alumni directory. There will be

a continuation of the organization of alumni groups and there are plans for meetings of the groups already established. During this year we shall arrange the preliminary program for the Centennial celebration which we hope to present to the Yearly Meeting at its two hundred and thirty-ninth session.

SERVICE TO THE YEARLY MEETING. We will continue our plans of having the ministers of the Yearly Meeting with us to give us counsel so that Guilford College will be an ever increasingly effective unit of the Yearly Meeting. As we thus work together we will not only understand each other's problems more clearly but we shall more adequately equip our students generally and our ministerial students in particular for the tasks and great opportunities open to them in their local meetings. May I repeat that it is our objective to make Guilford College one of the outstanding small colleges of the South by equipping our students for life with balance of judgment, depth of insight, and richness of Christian character. It will be impossible for the Board of Trustees, the faculty, the administration to do this alone. We strive to be worthy of the hearty coöperation of all our friends in the Yearly Meeting and of the many friends of Guilford College everywhere.

Clyde A. Milner

August 10, 1935.

CONSOLIDATED BALANCE SHEET

JUNE 15, 1935

Assets

Current Funds:

Cash and Bank Balances	\$ 12,457.64	
Accounts Receivable	3,663.23	
Notes Receivable	1,552.34	
Inventories—Supplies	8,872.04	
Due by Other Funds	6,722.83	
Bank Balance—United Bank and Trust Co. (Closed)	8,238.99	
	<hr/>	\$ 41,507.07

Loan Funds:

Notes Receivable less Reserve for Doubtful	\$ 21,509.59	
Due by Other Funds	1,477.62	
	<hr/>	22,987.21

Endowment Funds:

Cash and Bank Balances	\$ 11,244.61	
Notes Secured by Mortgages	192,090.25	
Notes Secured by Stocks	9,722.28	
Notes—Current Funds	79,042.45	
Real Estate and Stocks (foreclosed)	30,000.00	
Stocks and Bonds	42,220.38	
Funds held by Others	18,175.36	
Real Estate	206,259.11	
Due by Yearly Meeting	38.90	
	<hr/>	588,793.34

Plant Assets:

Buildings	\$313,500.00	
Land	45,000.00	
Equipment	83,204.57	
	<hr/>	441,704.57

TOTAL ASSETS	\$1,094,992.19
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Liabilities

Current Funds:

Accounts Payable	\$ 21,042.32	
Notes Payable	108,499.71	
Accrued and Deferred Items	6,488.67	
Due Other Funds	1,473.52	
	<hr/>	\$137,504.22

Loan Funds:

Due Other Funds		2,259.66
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Endowment Funds:

Due Other Funds	\$ 4,467.27	
Due Yearly Meeting71	
	<hr/>	4,467.98

\$144,231.86*Total Liabilities*

Fund Balances:

Loan Funds	\$ 20,727.55
Endowment Funds	582,461.26
Endowment Income	1,864.10
Plant Assets	441,704.57

\$1,046,757.48

Less—Deficit Current Funds 95,997.15

\$950,760.33

TOTAL LIABILITIES AND

FUND BALANCES

\$1,094,992.19

REVENUES & EXPENDITURES—CURRENT FUNDS

YEAR ENDED JUNE 15, 1935

Revenues

Educational and General:

Students' Fees	\$ 46,590.85
Endowments	19,985.07
Donations	5,079.14

PRESIDENT'S REPORT

15

Transcripts	66.75	
Commissions for Handling Yearly Meeting Endowment Funds	53.33	
Interest on Notes	91.36	
Investments—Farm Property	149.36	
		\$ 72,015.86

Auxiliary Enterprises:

Boarding Department	\$ 26,233.73	
Dormitories	13,012.60	
Rental Houses	1,544.00	
Book Store	2,698.53	
Farm	5,126.48	
Laundry	4,701.73	
		53,317.07

TOTAL REVENUES \$125,332.93

Expenses

Educational and General:

General Administration and Expense	\$ 10,149.55	
Instruction	28,650.07	
Library	4,679.86	
Maintenance of Plant	7,705.05	
		\$ 51,184.53

Auxiliary Enterprises:

Boarding Department	\$ 26,574.02	
Dormitories	9,979.90	
Rental Houses	642.97	
Book Store	2,656.31	
Farm	4,900.05	
Laundry	3,442.29	
		48,195.54

Other Non Educational Expenses 21,889.43

Total Revenue in Excess of Expenses 4,063.43

Total Expenses and Excess Revenues \$125,332.93

ENDOWMENT FUND BALANCES AND INCOME

June 15, 1935

	Fund Bal.	Income
Sarah E. Benbow Memorial Fund	\$ 1,000.00	\$ 70.84
Addison and Mary Boren Memorial Fund	1,100.00	66.00
Cecil J. Cloud Fund	400.00	14.10
Elwood Cox (Marston) Fund	1,000.00	30.00
Jonathon and Elizabeth Cox	15,000.00	521.20
Joseph J. Cox Memorial Fund	3,500.00	
J. S. anl M. D. Cox	5,000.00	322.77
Cox Hall	5 000.00	451.60
Mary E. M. Davis Memorial Scholarship	1,000.00	16.50
Eulah Dixon	1,017.69	32.87
English Endowment	300.00	
N. F. and Laura Farlow Endowment	6,000.00	402.91
Franklin G. Frazier	11,413.62	533.35
Lucetta Churchill Frazier Memorial Fund	1,675.00	100.50
Melvina Frazier	1,000.00	90.93
General	385,166.10	10,852.12
Girls' Aid	1,752.91	72.24
Girls Home	6,040.83	366.40
Harriet Green	12,389.46	505.18
John B. Griffin	1,625.00	4.23
John B. Griffin Memorial Fund	500.00	124.16
J. Robert and Ruth Hardin Contingent Endowment	1,000.00	48.60
Fowell B. Hill	1,000.00	30.00
Nathan Branson Hill	5,000.00	57.84
Richard L. and Nettie Overman Hollowell	10,000.00	786.79
Nathan Hunt Memorial Fund	1,500.00	90.00
Francis T. King	5,000.00	
Rufus King Peace Fund	47.45	
Ella Lindley Memorial Fund	5,000.00	
Ezra Murray Meador	500.00	
Elihu and Abigail N. Mendenhall Memorial Fund	12,350.00	818.36
Nereus and Oriana Mendenhall Math. Scholarship ...	4,182.82	125.28
N. Pauline Mendenhall	1,000.00	
Oliver Woodson Nixon	25,000.00	500.02
Susuanna Osborne	1,000.00	64.35
William F. Overman	1,000.00	43.03
Harriet Peck	1,000.00	65.18
Ann E. W. Peele	500.00	30.28
Philadelphia (Provident Trust Co.)	10,000.00	
Physical Education	350.00	
James Reynolds	400.00	
Richardson No. 2 (Provident Trust Co.)	3 175.36	
Richard A. and Eliza C. Ricks Memorial Fund	1,500.00	40.21
Josephine Leonard Robbins Memorial Fund	1,000.00	49.50
Isaac Sharpless Memorial Fund	50.00	
Mary E. Starbuck Memorial Fund	25.00	1.46
May K. Symmes Contingent Endowment	1,000.00	60.57
Allen and Anna Tomlinson Memorial Fund	250.00	15.00
Martha S. Tomlinson Memorial Fund	600.00	36.00
Cora E. White Contingent Endowment	500.00	30.28
Frances White	5,000.00	99.98
George W. White Memorial Fund	1,000.00	27.00
George W. and Mary E. W. White Contingent End.	5,000.00	
Henryanna Hackney White Scholarship	1,000.00	60.56
Henryanna Hackney White Memorial Fund	10,000.00	295.81
Mary J. White	150.00	
Rufus and Lydia White Memorial Fund	1,000.00	65.18
Blount Memorial Fund	3,500.00	
TOTAL	\$582,461.26	\$18,030.44

GUILFORD COLLEGE BULLETIN

ELWOOD CHAPPELL PERISHO
1861-1935

PROFESSOR, GEOLOGIST
ADMINISTRATOR, LECTURER, AND FRIEND



ELWOOD CHAPPELL PERISHO

IN MEMORY OF

Dr. Elwood Chappell Perisho

It is a great privilege for Guilford College to honor a man who has had such great and wide influence as had Dr. Perisho. He was always radiantly cordial, deeply interested in and enthusiastically supporting every worthy person and movement.

Guilford College will increasingly appreciate his contribution as professor, geologist, administrator, lecturer, and Friend. He will always be dear in the memory and high in the esteem of all Guilfordians.

CLYDE A. MILNER
President.

An Appreciation of Dr. Elwood C. Perisho

The passing of Dr. Elwood C. Perisho took from the faculty of Guilford College the last one of those pioneers who marked out the path New Garden Boarding School followed to become Guilford College. He came to the boarding school in the fall of 1887, just after his graduation from Earlham College. He was a young man twenty-six years old, but he contributed no small part to the prestige of that first faculty, a group of men and women who as Dr. Hobbs often said would make any college great. Even in his student days his personality was impressive. A college mate says of him, "He was one outstanding student to whom we could look as an ideal young man. We always knew where to find him as a young man. His whole life was an open book to be read by those about him."

At Guilford College the dignity with which he labored, the appreciation he had for others, the faith in the quality of young people, the enthusiasm for the institution he was serving or the cause he was promoting, all tended to make him stand out in the group to which he belonged.

In addition to his duties as professor of mathematics, he was made governor: that is, he had charge of the boys and to him all disciplinary matters were intrusted. He had a peculiar genius in understanding the situations which developed—one success begot another, and soon the boys believed that their governor had almost superhuman powers. A man must be both omniscient and omnipresent to detect not only the mischief but all of the participants. Stories were retold until they amounted to legends: one good example is this tale of the purloined potatoes. The sweet potato patch was quite close to Archdale, and Governor Perisho had a feeling that the boys were gathering the crop in advance. Each boy had a stove in his room and a roasted sweet potato tasted good after a long study period. One night at dusk he saw a fleeting form—gunny sack just slipping from concealment—on its way to the patch. That was enough. On the

day the farmer dug his potatoes, the lad of the gunny sack was sent to borrow a basket. On his return the governor said: "I see that Henry Cude is gathering potatoes. Thee had better go up to thy room and get those thee has so he may put them in the bin." Without a word, the boy obeyed; the governor was right, he had a full bushel. His friends gathered around to enjoy the fun were not without guilt, and before the governor stopped suggesting that they also "borrow the basket," Archdale had yielded forth a large harvest. One young man overtaken by remorse was tossing his over the fence when he was apprehended. "Why, thee's throwing away potatoes," said Dr. Perisho. "Are they bad?" The boy admitted that they were not. "Why, then," said Dr. Perisho helpfully and kindly, "if I were in thy place, I'd just gather them up and take them over to Henry Cude. He probably has use for them." Thus a sweet potato between meals lost its flavor, and the governor maintained his reputation. His last remark as the matter ended once and for all was: "Take thy basket back to Henry Cude and don't forget to thank him for its use."

Much of his success with young men is no doubt due to the fact that he had such a profound interest in them. That, coupled with his ability as a teacher, won their sincere admiration. He helped them with their debating; he encouraged them in their athletics; he knew how to be an enjoyable companion; and he was a welcome member of their social gatherings. As a public speaker, he impressed them, and they were interested in what he had to say and in the splendid way in which he said it.

In the spring of 1891, during several months while Dr. Hobbs was in England, Dr. Perisho served as acting president of the college. Even today the students who were with him in those early years of the college speak of him with a warm feeling of affection and with reverence for the leadership he established among them.

A desire to continue his studies and achieve greater scholarship took him away from the college in 1893. As a boy he had collected rocks as he wandered over the farm near Carmel, Indiana; as a college student he had studied with

Joseph Moore, the great geology teacher at Earlham College; and now as a graduate student it seemed natural for him to go to the University of Chicago where Chamberlain and Salisbury were even then working out their great planetesimal theory. In 1895 with his second master's degree in science (his first had been conferred at Earlham in 1891) he began his career as teacher and geologist in the northwest, first in Wisconsin and then in South Dakota.

Three lines of activity brought him into prominence: first, his scientific work as a geologist; second, his unusual ability to teach and his remarkable interest in students; third, his capacity for the presentation of a worthy cause before the public. Soon recognition of his quality brought him to the office of Dean of the College of Arts and Sciences at the University of South Dakota, and finally to the presidency of the State College of Agriculture and Mechanical Arts of South Dakota. His connection with the University covered a period of eleven years and with the State College a period of five years.

The burden of administration at the State College during the World War, together with his extensive participation in public affairs, somewhat overtaxed his strength, so that in 1919 he retired from administrative duties and during the next two years devoted himself to extensive lecturing, first with the American Army Camps, then with the American University at Beaune, France. Following that, he joined the Inter-church World movement as a lecturer, then spent one season on the Chautauqua platform.

In 1921 the expanding program of Guilford College called this man, rich in experience, back to the ground on which he had made the first venture of his career. Although for twenty-eight years his labors had taken him away from immediate Quaker fellowships, the influence of his early Quaker training, first at Ridgeland and later at Carmel, Indiana, had never lost its influence on his life. He retained his connections with Western Yearly Meeting and his interest in its work; and from time to time, he visited his home meeting in which his father and mother for many years had been highly respected elders.

In 1920 Dr. and Mrs. Perisho attended the World Conference of Friends, held in London, England. His connection with public affairs during the World War had no doubt intensified his Quaker convictions in regard to peace, so that he came back to his connections with his society in North Carolina with a new enthusiasm for its message and a heightened appreciation of its place in world thought and life.

When Dr. Perisho returned to Guilford College in 1921, the institution was engaged in a vigorous effort to increase the endowment and to place the college on a sound financial basis. Into this effort he threw himself with his characteristic energy, optimism, and enthusiasm. His happy connections with the early graduates made the approach to them particularly effective. The campaign successfully completed, and the subscriptions filed in the administrative office, he continued with the college as collector of the subscriptions and as field agent and lecturer.

Guilford College owes many loyal friends to Dr. Perisho. Early graduates were devoted to him, he visited many of the meetings in North Carolina making new friends as he went, he spoke on hundreds of occasions encouraging young people to seek education, he brought many into the student body, and everywhere he strengthened the ties which bind North Carolina life, Quakerism, and Guilford College together.

It is said of him by a man connected with the department of education in North Carolina that he has been "one of the most popular commencement speakers and probably made as many commencement addresses as any speaker in the state. In this way, he had an opportunity of addressing County and City Superintendents of Schools, Local Committeemen, Boards of Education and patrons.

"He has greatly aided in building up a sentiment in favor of the County-wide plan which included the problem of consolidation of schools, transportation, and the accrediting of high schools in different centers throughout the county.

"We have appreciated the encouragement which he gave those in authority to levy special taxes, to erect a better type of school building, and to raise the standard of instruction

and to provide the best possible library, home economics, and laboratory equipment.”

Dr. Perisho's activities fall very naturally into five groups. He was, first of all, a geologist. In this field he carried on extensive researches and published sixteen different articles or reports on various phases of the subject.

In the second place, he was fundamentally a teacher, not only in the classroom, but in almost every connection of life. Frequently when he was going off to some community to make a speech, he would take a student along and call on him for some remarks. If he walked out into the field, he would find rocks and pick them up and explain them to his companions. If he was a member of any standing committee, he always wanted some young people on it so that he could train them in committee work. The peace and service committee of New Garden Monthly Meeting was a training class, for he assigned different phases of the subject to the young members and then called on them to report the results of their study before the monthly meeting.

In the third place, he was a speaker well schooled in the art of public speaking. He enjoyed it. Dr. Perisho never lost his zest for the speech—well organized—the outline on the blackboard, if possible and delivered in a fine, freely-flowing enthusiastic manner. He made addresses at the rate of six or seven a day in his busy season and averaged more than two hundred each year between 1921 and 1927. Truly Dr. Perisho's influence has spread in ever-widening circles. He spoke on many subjects: peace, temperance, character building, problems connected with agriculture, with government, with national affairs and with all phases of education—these were the leading topics for his thousand speeches.

In the fourth place, he achieved distinction as an administrator, as indicated by his services as Dean in the University of South Dakota, President of the State College, State Geologist, Educational Administrator in the Army Corps, Secretary of Association of Deans of the State Universities of America, Chairman of the Association of American Land Grant Colleges, and President of the South Dakota Conservation Congress.

Finally, he was a Quaker with staunch loyalty to Quaker faith and practice. The plain language sounded sweet upon his tongue. Of course he was faithful in attendance on meetings,—that was a part of his creed. He visited widely here and abroad and spoke wherever the way opened. He attended the All Friends Conference in London, he edited *The Friends Messenger* from 1926 until 1932. These things can be recorded for they are temporal, the things of the flesh, yet they cannot express the Quaker that was Elwood C. Perisho. Let us say rather, in all simplicity, that his whole life was a manifestation of inward grace.

Professor, geologist, administrator and lecturer, Dr. Perisho served widely and was connected with many institutions, but Guilford College lays an especial claim to him. He spent a longer time here than in any other single college. Guilford remembers his twenty years on the faculty, his personal interest in the institution, his loyalty and devotion to it, and realizes that help and inspiration have flowed from him. It is fitting that we, the faculty, the students, the alumni, and the friends of Guilford College, should pay this tribute to his memory.

RAYMOND BINFORD,
President Emeritus.

TRIBUTES

When Dr. Perisho arrived at New Garden Boarding School to become "Governor" of men he immediately impressed every student. There was nothing mediocre about him. Distinguished by portly physique, every movement full of life and grace, by finely cut features, evident culture and courteous and noble bearing, his presence was invigorating.

Looking with kind eyes straight into ours searching for the good that was in us, he challenged us for our confiding friendship. Continued acquaintance contributed to this initial relationship, and so evident was his sincere interest in us all, and so consistent was his conduct that our friendship for him soon became devotion. His every wish was respected; his requests were granted with alacrity; and his orders were obeyed with pleasure.

As a teacher he was vigorous, thorough and clear cut. He set our tasks exactly and he expected us to perform them. His recitation periods were never humdrum.

His leadership was recognized and welcomed everywhere. Whether in the school room or on the lecture platform, at a social or on the ball field, his arrival met with enthusiasm. We who were here during those days enjoyed a privilege for which we shall be grateful always.

We who knew him then recognize that he was never well during his last years at Guilford. Yet few knew that he worked facing constantly the fact that instant death might come at any moment. It was only the thoughtful care of his devoted wife that carried him through to the completion of his career.

It would be a well deserved tribute to Mrs. Perisho to have her name associated with Dr. Perisho's in connection with the scholarship now being founded in his memory.

JOSEPH H. PEELE, '91.

The unadorned name, Elwood C. Perisho, tells the story. All who knew him hold in precious memory a man of strong physique, fine countenance, graceful bearing, and charming personality; with a marked intelligence, ready wit and humor, high sense of honor, and character pure as gold.

He stood a hundred percent as Friend Elwood Perisho. I can think of no life better illustrating the model Quaker. He was a real

Friend because he was a friend to all and a man who loved God and his fellow men.

He was at his best as Professor Perisho. We who occupied Archdale Hall will continue to cherish him as Governor Perisho, unsurpassed as a director and companion of young men. He was born to teach; and he never failed to teach God and religion by his words and conduct.

In more recent times we have known him as Doctor Perisho—a prominent leader of people, a bright light in education, a lecturer of wonderful ability. In all his high attainments he manifested his great heartedness, right on to the victorious close, in the friendly, manly, lofty qualities that radiated from him.

I shall miss him in my home and church and community, but he lives with me in my heart.

F. WALTER GRABS, '94.

Today at New Garden Meetinghouse, Guilford College, last rites will be held for Elwood Chappell Perisho. All that remains mortal of one who delighted in the study of the earth and its history will be returned to that earth. Such will be the formal close of his teaching; his books, charts and professorship will pass along to a younger man and a new class will fill the halls where his pupils sat and learned the impressive facts which fill the ample pages of geology.

However, Doctor Perisho's teachings will not end in today's solemn service. Nearly every town in North Carolina, scores of towns and cities scattered throughout the United States, foreign countries have citizens whose lives have been broadened and made more wholesome by their contact with this learned man.

Dr. Perisho, in reality, retired a few years ago. The effects of a strenuous life, from youth to early old age, told on his strength and in his closing years he was not often before the public. However, to those who were near him, his grey hairs, "contagious good humor" and perennial cheerfulness were a permanent inspiration of love and spontaneous respect.

There is something beautiful about the passing of such a man. It is a beauty which helps to assuage the grief that attends the dissolution of such a body—the release of such a soul. One who has so little to regret and so much in which to have a rightful pride must approach those last moments with a feeling of exultation and triumph.

—Editorial, Twin City Sentinel, Winston-Salem, N. C.,
Thursday, August 15, 1935.

Published monthly by Guilford College

Entered at Guilford College, N. C., as second-class matter under the
act of Congress, August 24, 1912

GUILFORD COLLEGE BULLETIN

Alumni Homecoming Number



Published monthly by Guilford College

Entered at Guilford College, N. C., as second-class matter under the
act of Congress, August 24, 1912

WELCOME ALUMNI

DEAR GUILFORDIAN:

Each autumn we anticipate with pleasure your return to the college for Homecoming Day. This year November ninth has been set aside for your visit and a special program has been arranged for your entertainment.

Guilford's ninety-ninth consecutive year has opened with the largest enrollment in its history. We are eager for you to meet our new students and newly appointed members to the faculty as well as to greet your former friends.

As we plan for the Centennial Program and the future of Guilford College, we hope that each of you will be actively interested in and enthusiastically supporting the development of your college.

With my very kind regards and best wishes, I am

Sincerely yours,

CLYDE A. MILNER, *President.*

Homecoming Day • November 9th

Program

11:00 a. m.	Cross Country Run—N. C. State vs. Guilford	Free
11:00 a. m.	Hockey Game—Alumni vs. Guilford	Free
12:30 p. m.	Lunch—Founders Hall	.35
	—Alumni Council Meeting	Free
2:30 p. m.	Football Game—Western Carolina Teachers vs. Guilford	\$1.10
6:00 p. m.	Dinner—Founders Hall	.50
6:30 p. m.	Monogram Men's Dinner—Jefferson Standard Club	
8:00 p. m.	College Play—"Death Takes a Holiday" Memorial Hall	.50

J. Wilmer Pancoast,
Chairman Committee.

ALUMNI PROGRAM 1935-36



DEAR FELLOW GUILFORDIANS:

Homecoming Day on November 9th, 1935, marks the active beginning of another year's work of the Guilford College Alumni Association.

The Executive Committee of the Association has outlined a program of work for the year which makes possible the continuation of the splendid organization work achieved by the Association during the past two years.

The committee proposes that the Association:

1. Organize new local units of the Association wherever the number of Guilfordians in the community justify such an Association.

2. Plan and sponsor at least two meetings during the year of each existing Alumni Association.

3. Proceed actively with the preparation of a Guilford College Alumni Directory to be completed by the Centennial Year 1937.

4. Lend encouragement and support to the educational committees of the local units in their efforts to co-operate with the College in bringing the highest type of students to Guilford College.

5. Co-operate with the College Campus Committee in its successful efforts to beautify the Guilford College campus.

6. Co-operate with the Publicity Committee for the purpose of increasing the size and effectiveness of the Alumni bulletin.

The Alumni Council will be guests of the College at a meeting to be held in Founders dining hall at 12:30 p. m. on Homecoming Day. Plans for carrying out the above program of work will be discussed at this meeting.

I submit this tentative program for your consideration and co-operation.

The long list of achievements of Guilford College during the past few months and other evidences of new life and determination to reach the Centennial Goal challenges the best efforts of every Guilfordian. The College now has the largest enrollment in its history, new walks are being made, new roads are being paved, new buildings are being constructed, and the Centennial Goal is being achieved in numerous other ways.

I solicit in behalf of Guilford College and its Alumni Association your active support of the program as outlined above.

Yours sincerely,

BYRON HAWORTH,

President of Guilford College Alumni Association.

The Guilford College Alumni Directory

To Every Guilfordian:

An alumni directory is being prepared and will be published for the centennial. The name of every person who has enrolled as a student in New Garden Boarding School or Guilford College during the past one hundred years will be included. In the preparation of this directory your cooperation is necessary, for you will want the data published concerning yourself to be accurate, up-to-date, and complete. If it is not, it will be because you have failed to furnish the necessary information. Enclosed with this Bulletin is a card on which you can give us the information we wish for the directory. Please fill it in and mail it right away. No postage is required. Later we will send you a sheet on which we will ask for additional information. We urge you to fill it in and return it immediately.

If the data in the directory is correct, it will be a source of much pleasure and satisfaction to you. It will be, also, a source of very valuable information to all those interested in Guilford College and her alumni. *Just how valuable this directory will be depends upon you.*

Most cordially yours,

ERA LASLEY, Registrar.

Guilford College Alumni Association.

The Elwood C. Perisho Memorial Scholarship Fund

At the time of the death of Dr. Perisho the family requested that there should be no floral tributes but that those who wished to do so might contribute to a memorial scholarship fund.

The Star Sunday School Class of New Garden Meeting was prompt in its response to this suggestion and made the first contribution. The faculty of Guilford College made a similar gift, and now an opportunity to further this appropriate memorial is being extended to all Guilfordians. Donations may be sent to Miss Maud L. Gainey, Guilford College, N. C., and should be designated for this particular fund.

When one pauses to think of the potentialities of a scholarship fund for future students in the years to come, it becomes an added privilege to honor a beloved friend and scholar by building a substantial Memorial Scholarship Fund.

Monogram Club Meeting

There is to be a meeting of all men who have won letters in any sport at a dinner at the Jefferson Club at 6:30 p. m. on Homecoming Day, November 9th. This dinner is being arranged by a local group. The details will be given in a letter of invitation which is to go out to all wearers of the "G". Be sure to arrange to stay over for this dinner.

First Annual Giving Fund Drive Successful

The report of the results of the first Annual Giving Fund drive shows that between April 19th and October 12th, 1935, one hundred and eighty-eight persons contributed \$2,004.72. This includes those who contributed to the Giving Fund through the Centennial Club. Contributions are still being received, and there may be a few which have not yet been turned in to the central office. All gifts received after October 12th will be credited to and reported in the 1936 report.

The generous response and keen interest of the alumni and friends of Guilford will be the surest guarantee that its second hundred years' of service will be worthy of the first hundred.

The detailed report of the contributors by name is given below.

Alphabetical List of Contributors

Allen, David Willard
Allen, Nellie Frances
Allred, Mrs. Gordon C.
Andrews, Emory
Andrews, Mrs. W. W.
Andrews, W. W.
Armfield, W. Frank
Bangs, Eleanor Grace
Becton, J. L.
Benbow, Josephine
Bezanson, Warren B.
Blair, Ada
Blair, A. W.
Blair, Mrs. A. W.
Blair, Emma
Blair, Mrs. W. E.
Bostick, Helen
Bowerman, Walter G.
Brown, Bera A.
Bryan, Mrs. Samuel T.
Bulla, Lillie E.
Burdall, Richard L.
Carroll, Dudley D.
Chappell, John Thomas
Clark, Mrs. Lindley D.
Coble, Charles Samuel
Cox, Carson
Cox, Clara I.
Cox, Esther Lee
Cox, Joseph D.
Cox, Mrs. Joseph D.
Cox, J. Elwood, II
Cox, Joseph J.

Cox, Sudie Draughon
Cox, Mrs. Virginia Ragsdale
Crutchfield, J. E.
Cummings, Robert Earl
Davis, Clara Louise
Dixon, Alice L.
Dixon, Blanche
Doane, Benjamin H.
Edwards, Alma Taylor
English, N. C.
Farlow, John Bright
Field, R. Allen
Field, Mrs. R. A.
Finch, George D.
Fitzgerald, Dr. James O.
Fox, Charles M.
Fox, Norman A.
Fox, Thomas Dixon
Frazier, C. C.
Frazier, Robert H.
Gilmore, Mrs. H. W.
Goodwin, Mrs. Harold R.
Grabs, Rev. F. W.
Guilford Group
 O. R. Stout
 Josephine Benbow
 L. W. McCracken
 Dr. N. A. Fox
Hale, Edward T.
Hardin, George C.
Haworth, Byron A.
Haworth, C. C.
Haworth, Mrs. C. C.

Hayes, Mrs. Ollie C.
Helms, Virginia
Hendricks, Frederick B.
Herman, Mrs. Essie B.
Hinshaw, Prof. Clifford R.
Hobbs, A. W.
Hockett, Mrs. Stacy
Hole, Morlan T.
Horney, Ruth Anne
Horney, Mrs. V. V.
Hoskins, Mrs. Martha
Hubbard, Hope
Jinnette, Isabelle
Johnson, Dr. Harry
Johnson, Notre M.
Korner, Mrs. Russell D.
Korner, Russell D.
Lane, Ruth Elizabeth
Lasley, Era
Lassiter, Alma J.
Lindley, Mrs. A. E.
Lindley, Alva E.
Lindley, Eunice Elizabeth
Lindley, F. H.
Lindley, Mrs. F. H.
Long, A. S.
Long, Mrs. A. S.
Lowe, Ione
Magness, Sarah S.
Meader, Mrs. M. W.
Mendenhall, Anna Viola
Melville, Louise
Mikles, J. A.
Millis, Ida E.
Moore, Hugh W.
Moore, Mrs. Hugh W.
Moore-Mitchell Company
Morris, Addie
Murdock, Mrs. G. J.
Morrow, E. J.
Morrow, Mrs. E. J.
Neal, Annie Kate
Newlin, Delmas B.
New York Alumni Group
H. C. Petty
Ott, Mrs. Charles N.
Parker, D. Ralph
Parson, Mrs. David
Patrick, R. Wallace
Patterson, Dr. H. M.
Payne, Andrew G.
Pearson, Dr. T. G.
Perry, Dr. M. W.
Perry, Mrs. M. W.

Petty, David M.
Pharr, Joe W. M.
Pickett, Herman
Platt, Mrs. Elmore
Rabb, Carroll Edgar
Rabey, Lois
Ragan, Amos Homer
Ragsdale, Dr. Virginia
Reynolds, Elwood O.
Reynolds, Mary Alice
Ricks, Judge James Hoge
Robertson, Glenn M.
Robertson, Sparger
Robinson, Mrs. W. F.
Rudd, Willie Lee
Rudisill, Frederick Harold
Russell, Dr. Elbert
Russell, Mrs. Elbert
Sampson, Mrs. Sarah C.
Sawyer, Herbert Smith
Scattergood, Maria C.
Shore, M. H.
Shore, Mrs. M. H.
Smith, Sarah Olive
Speas, Ethel
Stafford, Mrs. D. B.
Stanley, Arthur C.
Steele, Wilmer Larkin
Stubbs, Mrs. Marvin W.
Swift, Sarah
Taylor, Dr. F. R.
Taylor, F. Z.
Thomas & Howard Company
Unknown Donor
VanAuken, Mrs.
Voss, Mrs. Lester
Wheeler, Mrs. S. S.
Whitaker, John Clark
White, Mrs. David J.
White, Dr. Elbert S.
White, Vivian R.
White, Mrs. Vivian R.
Wildman, Robert W.
Williams, H. Sinclair, Sr.
Wilson, Norma Belle
Wilson, Mrs. Raymond M.
Winslow, Mrs. Eunice C.
Wolff, Dr. William A.
Wolff, Mrs. William A.
Wood, Mrs. J. Russell
Wooding, Mrs. A. S.
Woosley, Mrs. J. B.
Woosley, J. B.
Woosley, O. V.

ALUMNI NOTES

1893

E. Eugene Gillespie, of Greensboro, was chosen moderator of the Presbyterian Synod of North Carolina at the 122nd meeting of the synod in September. Mr. Gillespie has been executive secretary of this assembly since 1931.

1903

Ida E. Millis is spending some time with relatives in California. Her present address is 403 E. College St., Whittier.

1913

Henry Jackson, of Jacksonville, Florida, who was called home on account of the death of his sister, Arlena Jackson Croll, paid a short visit to the College. He is assistant quarantine inspector State Plant Board of Florida, and collaborator Bureau of Plant Quarantine, U. S. Department of Agriculture.

1917

Miss Ethel Speas, who for the past five months has been studying at the New York School of Social Service, recently accepted a position with the Emergency Relief Administration in Charlotte. Miss Speas previously engaged in public welfare work in Greensboro.

1928

Byron Haworth is now associated with the law firm of Dalton, Turner and Dickson, with offices in the Security National Bank Building, High Point.

1931

George Allen is weather bureau observer at the Greensboro airport. Weldon Reece is principal of the Pinnacle High School. From 1931 to 1935 he was teacher of mathematics and science in the Colfax High School.

1932

James Bunn is teacher of mathematics in the South High School in Winston-Salem. Mrs. Bunn (Dorothy Wolff) is again teacher of science in the North High School in the same town.

Wilbert Braxton sailed recently for Palestine to take up the duties of teacher of physics and chemistry in the Friends School there. Following his graduation from Guilford, he studied for a year at Haverford College, from which he received the M.S. degree in 1933. For two years he was a teacher in the Kernersville High School.

Mrs. G. W. Kenrick (Ruth Ida Hiller) is computer for the Radio Experiment Laboratory of the University of Puerto Rico, Rio Piedras, P. R. Her husband, Dr. G. W. Kenrick, is professor of physics in this university.

FORMER STUDENTS

Mary Allen, a student at Guilford College 1933-34, is stenographer for the Richardson Realty Company, Greensboro.

Terrill Newnan, who was enrolled the second semester 1934-35, has transferred to the University of North Carolina. He visited England during the summer.

Beatrice Caffey has recently been appointed to a position in the

office of Collector of Internal Revenue Charles H. Robertson in Greensboro.

Eleanor Wood, who was a student last year in Maryland College for Women, spent the past summer traveling in Europe.

MARRIAGES

1919

Katherine B. Smith and Rouhs Pyron were married July 9, 1935. They are living at Klondike Farm, Elkin, N. C., of which Mr. Pyron, an authority on the breeding of Guernsey cattle, is manager. Mrs. Pyron, a member of the class of 1919, was assistant professor of English at Salem College from 1923 to 1935.

1929

Alvin Scott Parker, Jr., and Luna Dale Bradford were married in the First Presbyterian Church in Burgaw, N. C., August 10, 1935. Mr. Parker has been connected with the Snow Lumber Company in High Point since his graduation in 1929. Mrs. Parker is an alumna of Woman's College of the University of North Carolina.

Myray Gamble, a member of the class of 1929, was married to Wendell C. Hodgkin, September 1, 1935. The address of Mr. and Mrs. Hodgkin is Greensboro, N. C., Route 1.

1931

Pauline Bumgarner was married to Howard Lee Cannon, Jr., September 1, 1935. Both Mr. and Mrs. Cannon attended Guilford College. Mr. Cannon is with the Fuller Brush Company and is branch manager in Augusta, Ga.

1933

Billie Katherine Osborne and Earl H. Brendall were married August 15, 1935, in Marianna, Ark. They are living at 304 Florence Street, Greensboro. Mrs. Brendall is continuing her studies at Guilford College. Since Graduation, Mr. Brendall has been studying in the School of Religion at Duke University and is a candidate for the B.D. degree next year. He also serves as pastor of Mount Pisgah Church and Lee's Chapel, Methodist churches north of Greensboro.

1934

Priscilla H. White and Charles M. Biddle, III, were married at the home of J. E. Benbow, Oak Ridge, August 31, 1935. Both Mr. and Mrs. Biddle attended Guilford College. Mrs. Biddle is a member of the class of 1934. Mr. Biddle is associated with the Supplee-Biddle Hardware Company of Philadelphia.

FORMER STUDENTS

John G. Burgwyn, of Woodland, N. C., and Linda M. Holoman were married August 17, 1935.

Dewey B. Sheffield was married to Emily Phippen von Milgrom, of Rocky Mount, on September 14, 1935.

CLASS REUNIONS

Classes graduating in 1931, 1932, 1933, 1934, and 1935 will hold reunions on Alumni Day, June 1, 1936, and make plans for the general reunion in 1937.

GUILFORD COLLEGE BULLETIN

1837

1937

GUILFORD MEN AND WOMEN THROUGH A CENTURY

1837

1937

Published monthly by Guilford College

Entered at Guilford College, N. C., as second-class matter under the
act of Congress, August 24, 1912

GUILFORD MEN AND WOMEN THROUGH A CENTURY

• •

Approximately eight thousand persons have passed through the portals of New Garden Boarding School and Guilford College since the institution opened in 1837. About six thousand of these are living today.

While bound together by the common ties of love and loyalty and ideals developed during their stay on the campus, yet they are separated by distribution in college generations as well as geographical location.

What a wonderful effect would be produced in unifying and revivifying the true spirit of Guilford could these six thousand Guilfordians be assembled at one time and place?

This is being done, in one sense, in the GUILFORD COLLEGE ALUMNI DIRECTORY which is being compiled. In this directory will be brought together all persons who have ever enrolled in the institution.

This Directory will be invaluable not only as a permanent record, and a handy reference, but also as a means of bringing to a closer realization the unifying of

*One Hundred Years of Living Personalities,
of Which You Are One*

1837

1937

THE GUILFORD COLLEGE ALUMNI DIRECTORY

• •

This Directory

. . . will contain a complete record of the names and certain data about every person who has ever been enrolled in New Garden Boarding School and Guilford College.

. . . will be published in 1937 as a part of the Centennial Celebration and copies of it made available to every Guilfordian.

Your name will be in the Directory. Help make the data about yourself absolutely accurate. Mail the attached card, properly filled out, immediately.

FILL OUT THIS CARD AND MAIL IT TODAY.

NO POSTAGE REQUIRED !!

Postage
Will Be Paid
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No
Postage Stamp
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if mailed in
the U. S. A.

BUSINESS REPLY CARD

First Class Permit No. 25 (Sec. 384½ P. L. & R.) Guilford College, N. C.

REGISTRAR'S OFFICE

GUILFORD COLLEGE

GUILFORD COLLEGE, N. C.



The Guilford College Alumni Directory



Fill Out This Card and Mail It Today

. . . No Postage Required

GUILFORD COLLEGE ALUMNI DATA CARD

(Please fill in and return immediately)

Your name
in full _____ Class _____

Residence address _____

City _____ State _____

Business address _____

City _____ State _____

Present occupation _____

Additional education since leaving Guilford College _____

Degrees _____ Date _____ Conferred by _____

To whom married _____ Date _____

GUILFORD COLLEGE BULLETIN

The Second Annual Giving Fund Drive

• • •

MAY 1st to JUNE 1st, 1936


Published monthly by Guilford College

Entered at Guilford College, N. C., as second-class matter under the
act of Congress, August 24, 1912



Include Guilford


IN YOUR BUDGET



Between May first and June first a personal solicitation will be made to raise \$6,000 for meeting the current budget.

All Guilfordians and supporters of the college are urged to include in their budget their gift to the Second Annual Giving Fund.

GUILFORD IS DEPENDING ON YOU



Include Guilford in Your Budget

GUILFORD COLLEGE BULLETIN OF INFORMATION

•

EVERY GUILFORDIAN

A Modern Morality

by

PHILIP WILLIAM FURNAS

Prepared for and presented as part of the Charter Day Celebration
January 13, 1936

CONTRIBUTION OF THE QUAKER COLLEGE TO SOCIAL ISSUES
an address by Clarence E. Pickett, a Resume

ROSTER OF GUILFORD ALUMNI IN SOCIAL SERVICE

•

Published Monthly By

GUILFORD COLLEGE
GUILFORD COLLEGE, NORTH CAROLINA

CELEBRATIONS OF CHARTER DAY

The One Hundred and Second Anniversary of Guilford's Charter Day, celebrated on January 13, 1936, was the third in a series of four celebrations planned as part of the Centennial Program of the college. The programs past and projected are as follows:

Contributions of Guilford College to Co-education 1934

A Symposium on Co-education.

An Address by Governor J. C. B. Ehringhaus.

Publication of The Story of Guilford, by Dorothy L. Gilbert.

Contributions of Guilford College to Religion 1935

An Address by Dr. Frank P. Graham, President of the University of North Carolina.

"Guilford Breaks New Ground," Dramatic Incidents from the History of Guilford, by Philip W. Furnas.

Contributions of Guilford College to Social Progress 1936

An Address by Clarence E. Pickett, Executive Secretary of the American Friends Service Committee.

"Every Guilfordian," a Modern Morality, by Philip W. Furnas.

Contributions of Guilford College to Education 1937

CLARENCE PICKETT MAKES PLEA FOR MORE LIBERAL SOCIAL CONSCIOUSNESS

Five prime social forces which American education must face today, as selected by Clarence E. Pickett, executive secretary of the American Friends' Service Committee, in a stimulating address at a special celebration of Charter Day, held in Memorial Hall, Monday afternoon, January 13th, were: Fascism, Capitalism, the Co-operative movement, Interest in International Relations and Race Realization. His plea in general was for a more liberal social consciousness in facing these great interests of humanity today.

Making a forceful tribute to the high social idealism of individual members of the professions, he nevertheless asserted that the lawyer whose only purpose is to win his case, not to promote the cause of justice, is blocking social advancement. In a country where one-third of all the population never consult a doctor, it is a group of the doctors themselves who oppose a wider social application of medical privileges. Employers and employees have united in asking for greater socialization of medical treatment; doctors have opposed it.

Few architects in America, Clarence Pickett asserted, have any vision in the field of well-planned, well-built, inexpensive houses for laboring people. Socialized thinking of this kind is sacrificed to the architectural duties of planning expensive homes and towering sky-scrapers.

He decried that industrialist's point of view that regarded the dwelling houses owned by his company, not as homes for people to live in, but as "tools of production."

Today, he went on, America must face the task of adult education, education which will fit unemployed people for new jobs or new professions. Where in the past we have too often,

like the British, educated our citizens for unemployment, we must now educate for new employment.

Quaker education, especially, must face today social conditions as they are in our slums, in European countries, in backward farm districts, in the South with its prospect of cotton picking machinery that will revolutionize conditions and release from former employment thousands of cotton pickers.

A student, he went on, should not, according to his opinion, be given a degree from college until he had spent a year in close contact with American social problems, and the American Friends' Service Committee had the money in the bank at the moment, he said, ready to be devoted to giving students actual contact and such practical education in slums, coal fields, and other problem districts of our country.

He closed with the following quotation from "a prominent educator's new book, not an educator from New England or from Columbia University, but from Guilford College." The quotation was from President Milner's recently published volume: *The Dean of the Small College*. "It is indeed strange that, in a world full of possibilities of dire calamity, accident, bereavement, unemployment, business failure, death, educational institutions should for the most part send forth men and women trained apparently on the assumption that such things do not happen and with no spiritual equipment to meet them when they do happen."

GUILFORD ALUMNI AND FORMER STUDENTS
NOW IN SOCIAL SERVICE

102ND CHARTER DAY—JANUARY 13, 1936

We realize, in trying to honor those Guilfordians who are serving their fellowmen, that no list that we might make will be adequate.

Today we have chosen to mention specifically those who are volunteer or employed workers in social agencies. We hope that we are naming all thus engaged, but we fear, since we must depend upon alumni lists for this information, that some individuals may have been omitted.

According to the alumni files 39 Guilfordians are our honorees today.

1. WILLIAM F. BAILEY, *director of Parks and Juvenile Commissioner of the City of High Point.*
2. MRS. E. P. BENBOW (Anne Riddick), *assistant director of Women's Work for WPA, District 5.*
3. WILLIAM A. BLAIR, *President, State Board of Public Welfare.*
4. WILBERT BRAXTON, *teacher in the Friends School at Ramallah, Palestine.*
5. MRS. VERNON BROWN, *in welfare work for an orphanage in Washington, D. C.*
6. IRA CHOLERTON, *office supervisor for the Governor's Commission on Investigating Workmen's Compensation Insurance for the State of Pennsylvania.*
7. CLARA COX, *chairman of the North Carolina Association of Women for the Prevention of Lynching, a member of both the North Carolina and Southern Interracial Commission, the North Carolina Conference on Social Work and a director of the Children's Home Society.*

8. LOIS HENDERSON DAVIS *is supervisor of Old Age Pensions for the State Department of Public Welfare of the State of Washington.*
9. MRS. R. A. FIELD *carries on welfare work among the mill families in Newnan, Georgia.*
10. ROBERT FRAZIER, *former chairman of the Citizen's Committee for the Community Chest of Greensboro.*
11. KINNIE T. FUTRELL, *Superintendent of Public Welfare of Pitt County.*
12. E. E. GILLESPIE, *Superintendent of Home Missions for the Synod of North Carolina.*
13. P. A. HAYES, *of the Greensboro Juvenile Commission on the Council of Social Agencies.*
14. Similarly DR. D. W. HOLT, *who has recently received distinctive medical honors, represents his profession on that Council.*
15. ESTHER HOLLOWELL *has been case work supervisor for the Relief Administration in Greensboro.*
16. MISS MARY E. HOLT *is actively engaged as Assistant Superintendent of the Children's Home Society of North Carolina.*
17. HOPE HUBBARD *and her mother, home welfare work.*
18. MRS. A. P. IRVIN (Pauline Cook) *who serves as County Health Nurse, is located at Pilot Mountain.*
19. MRS. W. J. JONES, *a director of the Penderlea Homesteads.*
20. EDWARD S. KING, *Secretary at State College, a leader in Y. M. C. A. work.*
21. A. E. LINDLEY, *director of the Wilmington, Delaware, Central Y. M. C. A.*
22. HERMAN C. RAIFORD, *head of the Boys' Work Department of Montgomery Y. M. C. A.*

23. MRS. THOMAS LANDERS (*Celeste Barrow*), a *public health nurse in Richmond, Virginia.*
24. R. ERNEST LEWIS, *lay assistant in charge of work for boys and young men, Madison Avenue Presbyterian Church, New York.*
25. MRS. A. E. LINDLEY *contributes much time to various welfare organizations of Wilmington, Delaware.*
26. MAMIE ROSE MCGINNIS, *a graduate student in social science at the University of North Carolina.*
27. DEBORAH MENDENHALL, *former supervisor of the Sick Ward of the Children's Fresh Air Camp at Cleveland, O.*
- 28 and 29. MR. AND MRS. TURNER MOON *are engaged in social work in Philadelphia.*
- 30 and 31. RUTH OUTLAND, *as home secretary, and HUGH MOORE, Financial Secretary, of the American Friends' Service Committee.*
32. DAVID PARSONS, JR., *after having effectively served as a Y. M. C. A. leader, has recently been appointed the executive secretary of the High Point Community Chest.*
33. MARY PETTY, *president of the Travelers Aid Society of Greensboro.*
34. JUDGE HOGE RICKS, *Judge of the Juvenile and Domestic Relations Court of Richmond, Virginia.*
35. ETHEL SPEAS, *assistant supervisor of the social service division of the North Carolina ERA, District 7.*
36. MRS. GEORGE L. WATERS (*Octavia Clegg*), *a missionary in Tokuyama, Japan.*
- 37 and 38. MR. AND MRS. HARRY WELLONS *live in one of the government's new homestead settlements at Crossville, Tennessee; they serve as teacher and physical director.*
39. OSCAR V. WOOSLEY, *superintendent of the Methodist Children's Home in Winston-Salem.*

EVERY GUILFORDIAN

a Modern Morality

PERSONS OF THE PLAY

Every Guilfordian	Daryl Kent
Edda New Garden	Colum Schenck
Spirit of Guilford	Cora Parker
Spirit of Fun	Ruth Anderson
Spirit of Ambition	Madeline Smalley
Spirit of Despair	Beatrice Rohr
Cecil Cloud	David B. Stafford
Officer	Milton Anderson
Conscientious Objector	William Grigg
Dr. Wolfram	William Grigg
Jerry	De Lacy Faust
Bill Isley	Bill Isley

SCENE I

(The Spirit of Guilford; and The Spirit of Fun, as a college girl.)
(Porch at front of Memorial Hall)

Guil.: Did you notice that boy coming up to Memorial Hall to matriculate?

Fun: Did I see him! Yes! And he looks to me like a bird that would be in for excitement. I'll bet I can persuade *him* not to spend too much time on his *Geology 5!*

Guil.: Well, see that he has a good time if you want to, but don't you go and get him into trouble by keeping him away from his work altogether.

Fun: Oh, *I won't*. Not at all!

Guil.: Now look here, Funny Business, there's no use in your making young Every believe there's nothing in life but having a good time. I want him to get some interest in what *I* represent.

Fun: What you represent! And just what do you represent?

Guil.: I'm the Spirit of Guilford.

Fun: Hah! Hah! That's good. Spirit of Guilford!

Guil.: What's so funny?

Fun: Spirit of Guilford! Hah! Hah! Hah! (Laughs uproariously).

Guil. (*with dignity*): Well?

Fun: That's good! You the Spirit of Guilford! (Laughs).

Guil.: Well, who did you think was the Spirit of Guilford?

Fun: You want to know?

Guil.: I'm willing to listen!

Fun: Well, if you do, I think I'm the Spirit of Guilford. (Walks about very proudly).

Guil.: You! (with disgust).

Fun: Yes. I've heard plenty of people say, "Those students just go up to college to have a good time!" A good time! That's me. I'm it! I'm the Spirit of Guilford.

Guil.: The college is in a bad way if *you* are the Spirit of it!

Fun: Oh! Is that so! Well, I've always interested Every Guilfordian, and I expect I always will. If you want to know, I'm going to try to interest *Every*, the one that's just matriculating.

Guil.: Well, they all turn to me sooner or later. I don't always appeal to them at first, but eventually!

Fun: Eventually! You! Eventually! Eventually! Right now's the time for me! What's the old poem say: Then be not coy, but use your time and while ye may, go marry, For having once painted the whole town red, and indulged in a little whoopee! Ye may forever tarry! Ta-dee da! (Exit with a gay flourish).

Guil.: Now isn't she something! A little while with her is all right. But for a steady diet! She's like too much cheap candy!

(Curtain)

SCENE II

(Homesick freshman, *Every Guilfordian*, sitting at a table with book in front of him. Appear to him Spirits).

Fun: Prithee why so pale and wan, fond lover; why so pale and wan? What's wrong with you? Why you looking so long-faced? (Pause). You certainly don't look so cheerful! (No response). You seem to be sort of blue. Got stomach ache? Your girl gone back on you? (Pause). Your bank shut down? Didn't Santa Claus bring you any candy?

Every: You're not funny!

Fun (as if amazed!): Ah! He can talk!

Every: Please don't talk to me!

Fun: I know a pretty girl over here that would entertain you.

Every (fiercely): I don't want to be entertained!

Fun: Aren't you sociable! Does your Mamma know you've come away off here to Guilford by yourself?

Every (fiercely): Don't mention my mother!

Fun: Oh, that's the way it is! It's his mamma and his papa and his little sister-wister and his nice big homesy he doesn't want mentioned!

Every: You go away from here and leave me alone! (Starts towards her).

Fun: Whew! (Runs and comes back). So little freshman is homesick! (Every chases her clear out of the room and returns, sits again).

[Enter Spirit of Ambition]

Spirit of Ambition (in a teacher's tone): You know an education is the best means by which a man can make a name for himself in the world.

Every: No, I don't know that at all!

Ambition: Guilford is a college which can give you a first-rate education.

Every: Maybe it can to some people, not to me!

Ambition: This is just the place for you!

Every: I believe anybody with any will-power can get an education at home.

Ambition: They *might*, but they won't. Guilford is just the place for a boy like you.

Every: If you have to feel the way I do to fulfill your ambition, I don't care whether I *ever* succeed.

[Enter Spirit of Guilford as Spirit of Service]

Spirit of Guilford: Can't Ambition make you want to stay at Guilford and make a great name for yourself?

Every: Ambition doesn't mean *a thing in the world* to me!

Guil.: Well, shouldn't you like to make yourself able to be of *service* to your fellow men? Even if the possibility of fame, or fortune doesn't appeal to you, surely you'd love to be remembered as one who was of *service* to his fellow men?

Every: Are you the Spirit of Service?

Guilford: Service! Yes, the Spirit of Service!

Every: Well, if you want to know, I don't give a prickly cockle-burr for service right now. I don't want an education; I don't want to be great; I don't want to be rich; I don't want to write a great book. I don't give a snap of my finger for Guilford College, and I don't want to be of any service. A *man's* place is *in the home*, and I want to go home; and stay at home and never come away from home! You ought to be able to tell that by looking at me! (Petulantly, as if about to cry).

Ambition: What can we do about this business? It seems serious!

Guil.: I have a feeling we had better call in Fun!

Ambition: Ambition *ought* to stir him up, but maybe Fun can help him!

Guil. (calls): Funny! Oh, Funny!

Fun: What?

Service: Come on in here.

Fun: I knew you couldn't get along without me! (Very affectedly singing). What can I *do* for you?

Guil.: Take another try at this boy. Can't you cheer him up?

Fun (hands on hips, looking him over): Hah! Hah! Isn't he a pitiful little mamma's boy? You know, the next best thing to home is a pretty girl! Suppose we try that on him.

Guil.: Who'll you get?

Fun: There's a little freshman girl, Edda Garden, over here. She's homesick, too! I'll get her. (Every gives a wild look over shoulder and bolts).

Guil.: Can Fun do him any good?

Ambition: Fun usually brings them around sooner or later.

Fun (enters): Say, let's have some fun. Tell him this girl's sent for him at Founders and I'll tell her he's sent for her. Run 'em in here together and see what they do.

Guil.: Well. (Laughing).

Fun: Then you know everybody's been talking about that man they saw down in the woods this afternoon they thought was crazy. Well, I'm going to have somebody come running through here screaming the man's after her, and see what the little *freshman* will do. That ought to sort of take their minds off their troubles. Maybe I can get Bill Isley to come in and act like a crazy man; he's always in for some fun.

Guil.: I suppose that will give them one kind of education!

(Curtain)

SCENE II

Founders Hall Parlor. Freshman Week.

(Enter *Every*, stands around a moment looking bored. Starts towards the center of stage. A girl at left [*Edda*] detaches herself from a group and walks to meet him. They meet near the center. Each waits with embarrassment for the other one to speak. Finally both speak at the same time).

Both: Did you want to—

Both: What did you say? (Pause).

Both: What? (Both are much embarrassed).

Every: Did you want to see me?

Edda (*puzzled*): No! What made you think I wanted to see you?

Every: Somebody said you wanted to see me.

Edda: Who said I wanted to see you?

Every: I don't know who it was. I don't know all the boys yet.

Edda: Well, I didn't want to see you; and I shouldn't have sent for you, if I had. Did you want to see me?

Every: No. What made you think I did?

Edda: Why, some girl told me you did!

Every: I never told anybody I wanted to see you. (Stand looking at one another).

Edda: Oh [sudden light dawning], what a silly fool I was! They've just been playing a trick on us. Can't you see it? You certainly are dumb. And to think I fell for it just like the silly little freshman I am! I could kill those girls, if only I knew which one of them it was! (She begins to weep).

Every [*Finally catches on*]: Well, there's nothing we can do about it. Now we're *down* here, we might as well sit down and talk a while.

Edda: To think I believed every word they said! And you, you do nothing but stand there and stare at me, as if you were getting fun out of it too. You might *say something*!

Every: I—What should I say?

Edda: Say *anything*, instead of standing there looking like a dummy, so that anybody passing would know in a minute we'd been made fools of.

Every: I'm awfully sorry. I don't know why you seem to blame *me*; won't you let it go? (Steps over towards her).

Edda: No, don't come near me! No, I'll not let it go. I hate you!
(She turns away from him).

(Enter back center *Fun* running, screaming, looking back over her shoulder).

Fun: Oh, h-h-h!! The crazy man! Oh-h-h! (Exits, running).

(Edda and Every are excited and frightened. Edda runs to Every.

Enter Bill Isley: Looks about for a broom. Walks about pretending to be crazy).

Edda (*eyes bulging*): The crazy man! [Gasping]. You, what's your name? Save me! Oh-h! (Hangs on Every's arm).

Every (*frightened, but facing the enemy*): Ahem! Ahem! Did you want . . . something?

Bill [*like a maniac*]: My broom! My broom! Who got my broom?

Edda: He's looking for a broom!

Every: That's what he says.

Edda [*still gasping with fright*]: What's he going to do with a broom?

Every [*loud whisper*]: I don't know. Maybe he's going to sweep with it!

Edda: Would a crazy man crack you over the head with a broom?

Every: He might. (To Bill): What do you want with a broom?

Bill: He sucked their blood! He sucked their blood! He sucked their blood!

Edda: What's he mean, he sucked their blood?

Bill (*calling*): Mammy! Mammy! Hoo-hee! D'j see Jimmy kill the weasel? This is the way he smacked 'im! (Walks about stage very calm and dignified a moment. Suddenly seems to have his attention caught by the two. He chases them wild-eyed around the table). There he goes! There he goes! (Exit). There he goes! Sic im, Towser! (As if hitting at a weasel). [*Edda and Every collapse*].

Edda: Oh, what do you think of that!

Every: He sure was wild, wasn't he?

Edda: You saved my life! I know you saved my life!

Every (*grandiosly*): I expect he might have become *violent*, if I hadn't been here.

Edda: And you were so brave.

Every: Was I? [Expanding under her praise]. Well, a man has to protect a girl!

Edda: Will you forget what I said? I'll never, never get over thanking you for saving my life from that terrible lunatic.

Every: What did you say?

Edda: Oh, you know, before the crazy man came in.

Every: Aw, that! That was nothing. I'd forgot all about that!

Edda: Then you'll forgive me?

Every: Of course I will.

Edda: You know it's about ten o'clock. I believe I'm supposed to get out of here. Good night!

Every: Listen here. Wait a minute. I want to see you tomorrow.

Edda: What do you want to see me about?

Every: I want to talk to you a minute. You may know by that time who sent you down here, and I want you to tell me all about it.

Edda: Do you? O. K., and say—oh, what is your first name? I forgot I didn't even know that. They told me Guilfordian wanted to see me.

Every: Every.

Edda: Well, Every, I'm mighty glad I—I had a date with you even if I didn't arrange it myself! I'll be seein' you! 'Bye! [Every watches her exit, then starts out].

Enter *Spirit of Service:* Just a moment, Every! There is a car leaving the college, I hear, in just a few minutes. They said to tell you they are going right past your home. Wouldn't you like to go with them? The way of college really is hard.

Every: Go home? Who said I wanted to go home? My mind's made up! I'm going to make something of myself. *I'm* going to have a college education! (Curtain)

SCENE III

Freshman Talent Night. Every Guilfordian acts as chairman, and Edda and others perform.

Pat and The Pig	Edda New Garden
Piano Solo	Betty Trotter
Duet	Cora Worth Parker, Mina Donnel
The Alley Cat, recitation	Mary Alice Chronister
Impersonations	George P. Wilson, Jr.

(Curtain)

PROLOGUE TO SCENE IV

(Every and Edda are shown sitting together comfortably, talking).

Edda: But what's the use of it?

Every: Oh, I suppose it may be useful; but half the time it's impossible!

Edda: That's it! They are always harping on what you are going to do in life. They say we don't know what we ought to major in unless we knew what we were going to do! How can I tell what I am going to do in life!

Every: I've got several things in mind. I shouldn't mind having a lot of money. Or I might take up law and run for the state legislature, maybe be governor some day. Then I've done pretty well in dramatics here. Sometimes I think I might have a chance out at Hollywood. But I'd like to do something a little bit more useful in the world than that. A doctor is a pretty useful man. . .

Edda: There's not much a girl can do; teach, or be a nurse, and who wants to be a nurse! Private secretary! (Very pointedly). How'd it do to be a private secretary to a state legislator, or to a governor, maybe— [Enter Spirit of Guilford]. I wonder what Guilfordians have done in the past?

Guilford: Would you like to know?

Edda: There's the Spirit of Guilford. You know it's hard to tell what the Spirit of Guilford is. Whenever I see her I think of somebody I've seen before. What are you anyway?

Guil. (*smiling*): Oh, I'm just the Spirit of Guilford.

Every: Then why do you look so much like somebody else we have seen before?

Guil.: Do I look like someone else?

Edda: Yes. Who is it?

Guil.: You'll find out sooner or later. We were speaking of what Guilfordians have done in the past.

Edda: Yes, won't you show us?

Guilford: Watch:

SCENE IV

Scene: (Large room in a Turkish house in Pec, Serbia. Dr. Wolfram, lying sick in bed, and Cecil Cloud beside him. The sick man moves restlessly from time to time. Edda and Every, at one side of stage, watch).

Spirit of Despair (to Cloud): Well, you are in a pretty dark situation, aren't you?

Cloud: It seems dark, I admit.

Despair: The doctor is very sick?

Cloud: Oh, it's horrible!

Despair: He's wandering, at times?

Cloud: Oh, he's delirious most of the time. His fever is terrific: 104° to 105°.

Despair: Wouldn't it be a good thing if you had another doctor here?

Cloud: Oh, if I only had someone to take this responsibility off my shoulders! I'm no doctor; I don't know what to do for him!

Despair: And you are a long way from any help!

Cloud: Twenty miles by pack mule—thirty miles more by Serb railroad to Nish. There are doctors there.

Despair: What ever got you into such a predicament?

Cloud: Recklessness! Recklessness, nothing else.

Despair: No foolish idealism?

Cloud: Maybe.

Despair: No idea of service?

Cloud: Oh, why bring that up?

Despair: Was it *service*?

Cloud: Oh, yes, I suppose it was. I went to Guilford, you know. I wouldn't go against my ideals and enter the army, so when the American Friends' Service Committee decided to send men over here to Serbia, I said I'd come and do my bit. See what it's got me into!

Despair: What has the doctor got?

Cloud: Typhus! Typhus! He'd been doctoring some typhus cases. The peasants swore by him.

Despair: How long has he been sick?

Cloud: Over two weeks. It's seemed like two years.

Despair: You may contract the disease, you know.

Cloud: Yes, I may.

Despair: How have you known how to take care of him?

Cloud: I haven't! I haven't! All I've done has been to feed him, give him water and fresh air.

Despair: And you have not even given him any medicine! You are a fine nurse!

Cloud: I've done what he said. A few times he has come out of his delirium and said, "Keep the windows open, and don't give me any medicine!" He's a doctor and I suppose he ought to know! (Wolfram turns restlessly in bed).

Despair: Look at him. Look! I believe he's dying!

Cloud: Dr. Wolfram! Doctor! You want something?

Wolfram (feebly): Yes! Cloud! That you, Cecil?

Cloud: Yes, doctor, it's me! Want something?

Wolfram: Cecil, feel my head. Don't feel quite so hot. Goin' to pull through, Cecil.

[Exit Despair].

Cloud: Sure you are, Doc.

Wolfram: Close call, Cecil. I'll be deaf for weeks if I do. Bad stuff, typhus!

Cloud: Yes, Doc. Glad you feel better. You're going to be all right now. Don't try to talk.

Wolfram: Can't hear you. Typhus leaves you deaf, you know.

Cloud (loudly): Yes, Doc. That's all right. You keep still, Doc.

Wolfram: You kept windows open?

Cloud: Yes, Doc.

Wolfram: Didn't give me any medicine?

Cloud: No, Doc.

Wolfram: Good nurse! Cecil. (Pause). Cecil!

Cloud: Yes?

Wolfram: We'll give these poor devils some medical service yet, won't we, boy?

Cloud: Sure we will, Doc. Now you try to sleep.

(Curtain)

EPILOGUE TO SCENE IV

Guilford: Did you see that, my children? That was a true incident, and I sent Cecil Cloud to his hard tasks in that distant land. Of course, there were many more. Missionaries in equally remote and distant lands were at their posts because of the Spirit of Guilford. I sent them there; teachers with long hours and loving interest

in their students, doctors beside their patients, soldiers doing lonely duty at the sentinel post, conscientious objectors undergoing suspicion and often persecution, farmers raising food to satisfy the nation, old time Quakers fighting against slavery—all these and more have gone out in the spirit of Guilford.

Edda: Can't you show us another picture? Perhaps from it we can guess whom you resemble.

Guilford: Yes. Watch. This scene is in a military camp during the Great War.

SCENE IV

(Military camp. Officer seated; a young man in rough civilian clothes stands facing him).

Officer: What is your name?

C. O.: Guilfordian.

Off.: Now, Guilfordian, I understand you've refused to put on a uniform so far here in camp. Is that so?

C. O.: Yes, sir.

Off.: What's the reason?

C. O.: I have conscientious objections to war as a method of settling disputes.

Off.: You have *what*?

C. O.: I'm what they call a C. O.

Off.: Oh, a C. O.! What do you think would become of us if everybody took your point of view?

C. O.: I don't believe we'd have any more war.

Off.: You mean people would just trample all over us.

C. O.: No, not necessarily. We wouldn't have to do what they'd tell us to.

Off.: You'd *have* to.

C. O.: No we wouldn't. Not anymore than I have to put on a uniform.

Off.: We can make you put it on!

C. O.: You can put it on me. You can't make me put it on.

Off.: Now listen here, Guilfordian. I've got a thousand things to look after without troubling with you. We want to treat you right; we want to get along with you and we want you to get along with us. You know your idea is a queer one. Where in the world did you get it?

C. O.: Well, I'm a member of the Society of Friends. I went to a little college called Guilford. Friends have stood for peace for more than 200 years.

Off.: Yes, I've heard of them; but you're the first one I ever saw to know it in my life. No, by George, I knew a fellow once that went to that college, but he volunteered for the army the very first time he had a chance. How did that happen?

C. O.: Oh, that's quite possible. All Friends don't see alike. He probably felt he ought to put in his service that way.

Off.: Well, you know you'd like to be of some service to your country, wouldn't you?

C. O.: Certainly! Service—that was the ideal of our college.

Off.: Well, then—just what kind of service do you want to do in the army?

C. O.: I won't serve in the army, sir.

Off.: But you just said!—

C. O.: I'm performing the greatest service I could by refusing to take part in a *method* of settling disputes that is *all wrong* from beginning to end.

Off.: Boy, I can't get you. I reckon you are just *afraid* to fight. I guess that's about your trouble.

C. O.: I suppose you would think so. But you can see it would be easier, right now, anyway, to just go ahead and do as the others are doing.

Off.: Well, a moment ago you said you wanted to be of service. Can't you see that yours is an absolutely negative position? You're not doing any service; you're just like a balky mule. All you do is sit back on the singletree. Service!

C. O.: That's right, I see your point of view. But it's all I can do right now. Our church has worked for peace for two hundred years. We favor all humane machinery which will make possible the settling of disputes by peaceful means. Right now we have an organization called our Service Committee. It's feeding and caring for refugees in France. If you'll release me for that service I'll go at once, and do something constructive.

Off.: And you got these fool ideas at Guilford College?

C. O.: Yes, sir.

Off.: That college ought to be wiped off the map. Does everybody that goes there have to be a C. O.

C. O.: Oh, no. Not at all. There's nothing done to force people to accept our point of view. In fact, many of them thought I had queer ideas there. I'm used to having people think I'm queer.

Off.: Well, I don't know that there's any way I could release you, if I wanted to.

C. O.: There is some way. A number of men have been sent on to Philadelphia.

Off.: Well, I'll look into it. You seem to be a pretty sincere sort of a chap, if you are queer. It's lucky you didn't strike up with some of these officers, though. You'd have spent a few months doin' K. P., I expect.

C. O.: There are lots of things I'd be glad to do, if they weren't part of the military organization.

Off.: Well, isn't this Service Committee you spoke of under the military?

C. O.: No; it's entirely outside.

Off.: Well, that sounds still worse. You've heard they'd released some men for it?

C. O.: Yes, sir.

Off.: Well, I doubt if it's possible, but I'll see.

C. O.: Thank you!

Off.: That's all right. You can go now, Guilfordian.

(Curtain)

EPILOGUE TO V

Spirit of Guilford: Can you read my name any more clearly from that?

Edda: I seem just on the point of reading your whole name when I look at you, when I see a scene like this. And then it escapes me. It is just like feeling a recognition for a place you have never seen before.

Guilford: Wait! You are only juniors now. When you are seniors perhaps you will understand the Spirit of Guilford better.

SCENE VI

Every Guilfordian—studying in Guilfordian office.

Enter *Spirit of Fun:* Hey! Every. What in the world's goin' on. What's that in your hand?

Every: What's what?

Fun: That!

Every: That's Philosophy 103 syllabus.

Fun: My heavens, you don't mean to say you're letting that thing interfere with your college education, do you?

Every: I've got a notion in my head to make the honor roll this semester. You see, I'm a senior now, and I've got to make a better reputation this year. But, gosh all hemlock, you wouldn't understand that.

Fun: Why not? I understand something every once in a while and I like to study when I can *find time* for it. Sh! I'll tell you a dark secret. You'll not tell anybody?

Every: No, what is it? (Grinning).

Fun: I'm going to start studying next Monday morning at 7:45.

Every: Be careful! You don't want to overdo yourself!

Fun: But listen, there's a bunch of us going in town tonight, down to Ralph's. How about coming along?

Every: I can't tonight, Funny; I've just *got* to work.

Fun: We're going to have eats!

Every: Sure enough?

Fun: Oh, swell eats, and some dizzy music.

Every: What'dy mean, dizzy music?

Fun: Come on; you'll see.

Every: Can't, Funny!

Fun: And Edda's going to be there. Said for me to tell you.

Every: She told me she wasn't going (surprised).

Fun: Aw, she changed her mind after that, I reckon. What say?

Every (rising): Well, I suppose I can get that Philosophy 103 some other time. (Meditative).

Fun: Atta boy—come on!

[Enter meeting them, Jerry and Edda.]

Edda: Hello, Funny. Where you going?

Fun: Whoopee! Guess? Here's where I beat it. (Runs).

Edda: Now what's the matter with her?

Jerry: Up to some of her funny tricks, no doubt.

Every: Don't know why she wanted to run away. You ready to go?

Edda: Go? Where?

Every: Down town.

Edda: I didn't know anybody was going down town.

Every: Didn't you plan to go down town with Funny and a bunch of others?

Edda: No. I told her I had to study for that quiz in philosophy.

Every: She just told me you were going!

Edda: So that's why she beat it so fast when we came along!

Every (laughs): Isn't she a scream! How happen you over here?

Jerry: Edda and I were looking for a good quiet place to study philosophy and we came over here.

Every: It's good and it's quiet. I was studying philosophy myself. We might as well do some reviewing together.

Jerry: Now if you two kids are going to study you certainly don't want me around. I'll go down to the library and find Betty. Now have a good time!

Edda: You got to go?

Jerry: Yeah. I'm just bound to go. (Exit). So long!

Edda: She's a sweet kid. Nice of her to leave us here to study, wasn't it?

Every: It sure was. Shall we get to work?

Edda: Yes, let's do. (They sit). You know I sure need some help from somebody with this stuff. It's just about too deep for me. I can barely see but I can't breathe. It's up over my nose!

Every: Yeah. It is deep; but it's got some good stuff in it. I can see that.

Edda: Now what was the central idea in the philosophy of Plato?

Every: I can't seem to remember much about him. Maybe I got some notes here. You know with basketball, choir, and the fall play I was in and student government, I've been about swamped lately.

Edda: Don't the most things pile up? You know a person hardly has time to breathe, to say nothing of studying.

Every: And I'm trying to make the honor roll this semester. If I ever am going to make any grades, I've got to get at it. (He smiles).

Edda: What are you grinning so at?

Every: I was just thinking of the way we met.

Edda: You mean that time when they played a trick on us and sent us both down to the hall in Founders?

Every: And made us think Bill Isley was an escaped lunatic!

Edda: You sure looked scared that night! But you acted real brave!

Every: I was a good actor, then. I sure didn't feel brave.

Edda: Laws! Weren't we unsophisticated little freshmen then. All in the world we thought about, I reckon, was having a good time.

Every: That's about all we did, anyhow.

Edda: You know it takes a while to get into the Spirit of Guilford. I don't feel as if I know what she stands for any too well yet. She has such a serious, far-away look in her eyes sometimes. I still feel she's just like somebody I've known before somewhere, but I don't know who it is.

Every: Yes, I know Guilford well, now, but I feel the same thing. I like her fine, but it's hard to tell just what she's like. She seems so many-sided—nice always but different at different times. Now, when I'm with you, I feel contented and satisfied and happy. But when I think of Guilford, I feel serious, and responsible, and benevolent. It's hard to analyze how I do feel, but it's quite different.

Edda: I know what you mean, to some extent at least. She's wonderful! You know, I really have come to want to do something worthwhile in the world. I haven't a ghost of an idea yet what I want to do, but I'd like to be of some use to people, and try to repay the world for all the good times I've had and all the nice things people have done for me, sending me to school and college. Life has seemed *more important* some way to me recently.

Every: Would you say—maybe that I had anything to do with that?

Edda: Now don't you think you are important! But *maybe* you *have*. I'm not *saying*!

Every: Well, I know you have a lot to do with me. I've felt it just as you have. It's a thing you can't talk about much, but I've felt as if I wanted to do something worthwhile in the world, too, something to show my appreciation to my folks, and my teachers and my college, and—most of all—to you.

Edda: That's mighty sweet of you, Every. It's wonderful to have somebody that feels that way about life and—about you.

Every: Don't you think we can do just as much good in the world together as we could— (Enter Spirit of Guilford).

Guil.: So here you are, my children! Supposed to be studying philosophy and talking love instead.

Every: Isn't love an important doctrine of philosophy?

Guil.: Nothing more important, my children. Nothing more important in the world.

Edda: We were talking about you just before you came in.

Guil.: You were? And saying anything good about me?

Edda: Yes, we were saying that, now that we are seniors we seem to understand you better. You seem to be an old friend to us. But there is still something mysteriously familiar about you.

Guil.: When do you seem to understand me best?

Every: Well, when I have just succeeded in making a good grade in an exam, or when some of us have really got down to brass tacks in some of our arguments—

Edda: You know when I understand you best is when it has been a lovely day and the robins are all singing and the sun is just about to go down, and there is a light breeze drifting in across the campus from the west and I am sitting all by myself just letting it all soak in and thinking—well, thinking of Every; that's when I seem to understand you best.

Guil.: I believe you are beginning to know me pretty well.

Edda: And we'd like you to know that we love you.

Every: You brought us together, you know.

Guil.: Yes. And I'm very glad to know you appreciate it.

Edda: But we still feel as if we did not completely understand who you are, and why you always make us think of someone we have known before. Can't you explain that to us now?

Guil.: My children, do you feel that you are ready now to know me?

Edda: Yes, tell us what you really are!

Guil.: *Look at me!* [a beautiful light shines on her face].

Edda: You look like the spirit of kindness.

Guil.: Look again. [The light changes].

Every: You look like ambition!

Guil.: Look again.

Edda: You look like freedom!

Guil.: Again.

Every: You are the Spirit of Service!

Guil.: Again.

Edda: You look like yourself, the spirit of Guilford.

Spirit of Guilford: Yes, my children, the spirit of Guilford is the spirit of Service, and the spirit of service is like the spirit of ambition, and the spirit of kindness, and the spirit of freedom, but above all, the spirit of Guilford is the spirit of *service*.

(Curtain)



CAMPUS
VIEW

Guilford College Bulletin

February, 1936
Vol. XXIX
No. 2

**NINETEENTH SUMMER SESSION
OF GUILFORD COLLEGE
JUNE 2nd-AUGUST 3rd**

OBJECTIVES: To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.
To give to teachers courses that lead to certification.
To encourage leisure reading for and preparation of the cultural resource courses.
To offer special training in Music for students of high school and college rank.

FACULTY: All members of the Summer Session are members of the regular college teaching staff with one exception. There will be a visiting professor in the Department of Chemistry.

CREDITS: During the ten weeks Summer Session the equivalent of not more than ten semester hours of college credit may be earned.

COURSES OFFERED

Chemistry

- CHEMISTRY 3. *Qualitative Analysis.*
Three hours credit. Fourth period.
- CHEMISTRY 6. *Quantitative Analysis.*
Three hours credit. Third period.
- CHEMISTRY 7-8. *Organic Chemistry.*
Six hours credit. First and second periods.

Education

Professor F. Carlyle Shepard

- EDUCATION 1. *Classroom Management.*
Three hours credit. Third period.
- EDUCATION 11. *Principles of Secondary Education.*
Three hours credit. Sixth Period.

English

Professor Philip Furnas

- ENGLISH 3-4. *Survey of English Literature.*
Six hours credit. First and second periods.
- ENGLISH 19. *General Literature.*
Three hour credit. Fourth period.

Economics and Political Science

Professor William O. Suiter

ECONOMICS 3-4. *General Economics.*

Six hours credit.

Fourth and fifth periods

POLITICAL SCIENCE 23. *American Government.*

Three hours credit.

Third period.

French

Dr. Russell Pope

FRENCH 3-4. *Intermediate Course.*

Six hours credit.

First and second periods.

FRENCH 15. *Advanced Course.*

Three hours credit.

Third period.

Mathematics

Professor J. Wilmer Pancoast

MATHEMATICS 1-2. *College Algebra.*

Six hours credit.

First and second periods.

MATHEMATICS 3-4. *Mathematical Analysis.*

Six hours credit.

Third and fourth periods.

Psychology and Philosophy

Professor F. Carlyle Shepard

Dr. A. D. Beittel

PSYCHOLOGY 6. *Educational Psychology.*

Three hours credit.

Third period.

Professor Shepard

PHILOSOPHY 103-104. *A Survey of Religious and Philosophical Thought.*

Six hours credit.

First and second periods.

Dr. Beittel

Physical Education

Courses in Physical Education for men and for women will be offered.

One hour credit.

4:00-5:00 each afternoon.

Music

Dr. Ezra H. F. Weiss

Special courses in music, vocal and instrumental, will be offered for high school students and for special students of college rank and teachers as follows:

HIGH SCHOOL STUDENTS

Class Voice: Voice development and solo singing.

Piano: Class or private lessons with ensemble playing.

Instruments: A beginning band for all instruments.

SPECIAL STUDENTS AND TEACHERS

Methods: High school bands, orchestras, choral groups.

Choir Organization: Church music and general conducting.

Other courses if there is sufficient demand.

Any reasonable shift in the plan of courses will be made to meet the needs of each individual registered. Additional work in the above fields or other fields will be offered upon sufficient demand.

Schedule of Classes

Classes are scheduled to meet each week day morning from 7:45 to 12:15. There are five standard class periods before noon and three during the afternoon. The afternoon classes are scheduled from 1:15 to 4:00.

Summer School Assembly will meet each Wednesday morning from 11:50-12:15.

Living Accommodations and Expenses

Young men live in Cox Hall and young women in Founders Hall, and all eat in the dining room in Founders Hall. Everything possible is done to build up an atmosphere of study, an undertaking which is made easier by the absence of outside activities which occupy so much time in the regular year. A number of tennis courts and the beautiful woods and hills of the college campus, however, offer adequate opportunity for exercise and recreation.

The expenses of a summer school student are approximately ten dollars a week, and of course would be much less for a student who could live at home. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration, \$5.00; Tuition, \$4.00 a credit hour; Board, \$45.00; Room, \$10.00. Students wishing laundry done at the College may obtain this service for five dollars for the session.

For further information address:

DIRECTOR OF THE SUMMER SESSION,
GUILFORD COLLEGE,
GUILFORD COLLEGE, N. C.

THE GUILFORD COLLEGE BULLETIN
Volume XXIX Number 3 March, 1936

THE LIVING ENDOWMENT



The Centennial Program of Guilford College

Guilford College, North Carolina

Chartered, January 13, 1834

Founded, August 1, 1837



Published monthly by Guilford College, North Carolina.
Entered at Guilford College, N. C., as second-class matter
under the Act of Congress, August 24, 1912.

THE SECOND ANNUAL GIVING FUND

THE LIVING ENDOWMENT

What is the Living Endowment? YOU are The Living Endowment!

For ninety-nine years the faculty, alumni and friends of Guilford College have been investing their energy and funds in HUMAN INDIVIDUALS, in HUMAN VALUES. You are one of these investments.

THE ANNUAL GIVING FUND

What is The Annual Giving Fund? It is the income on The Living Endowment!

Of the many returns from The Living Endowment in the form of fuller and happier lives of the individuals and communities in which the Endowment has been invested, there is only one in which Alma Mater directly participates.

That is The Annual Giving Fund. This fund represents the money which former students and friends are willing to turn back into The Living Endowment to be re-invested in the HUMAN VALUES of tomorrow.

You will be called upon between May 1st and June 1st

THE AMOUNT OF THE GIFT IS SIGNIFICANT B

~ MAY FIRST TO JUNE FIRST, 1936

AMOUNT NEEDED

Last year approximately 200 supporters of the college contributed more than \$2,000 through the Annual Giving Fund.

This year the college expects to have at least 500 contributors, with a total Fund of \$6,000.

This will mean a Living Endowment of \$100,000.

VALUES OF THE ANNUAL GIVING FUND

A contribution to the Annual Giving Fund—

- (1) pays your annual membership dues in the Alumni Association;
- (2) pays one year's subscription to the *Guilfordian*;
- (3) supports the Central Alumni Office;
- (4) aids in compiling and publishing "The Guilford College Directory for One Hundred Years—1837-1937";
- (5) aids in financing the Centennial Program;
- (6) aids in providing added excellence to our college program under a balanced budget.

your annual contribution. Put this in your budget now!

THE NUMBER OF GIVERS IS MORE SIGNIFICANT

ALUMNI DAY—SATURDAY, MAY 30th

Announcements

An invitation luncheon will be served for the official representatives of all classes and Alumni Chapters in Founders Hall at 1:00 p. m., May 30th.

Immediately following the luncheon a meeting will be held to formulate and announce plans for the Centennial Year.

At 5:00 p. m. reunions of the classes of '32, '33, '34 and '35 will be held.

The annual Alumni Dinner will be at 6:30 p. m. in Founders Hall.

The detailed program will be published in the Alumni Bulletin for May.

Write Miss Katharine C. Ricks, Secretary of Alumni Association, Guilford College, for reservations and information.

Guilford College Bulletin



Centennial and Catalogue Number



PUBLISHED MONTHLY by GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOL. XXIX, NO. 4

APRIL 1936



Guilford College Bulletin

Centennial Announcement 1936-37
Catalogue Number 1935-36

April 1936

PUBLISHED MONTHLY by Guilford College,
Guilford College, N. C. *Entered at Guilford
College as second-class matter under the act of
Congress August 24, 1912.*



Guilford College

ONE HUNDRED years ago the Friends of North Carolina dedicated this ground to the advancement of education and the service of truth. A century of changing years has swung its orbit about our path which has progressed ever toward the goal they lighted before us.

Centennial Celebration

May 24, 1937

ON May 24, 1937, we shall pause to look backward, to look forward, to resolve more highly than we have, with more courage and more faith.

Calendar 1936-1937

Alumni Day, May 30.
Baccalaureate Exercises, May 31.
Commencement Day, June 1.

SUMMER SESSION, 1936

Registration June 2.
Close of Summer School, August 3.

CENTENNIAL YEAR, 1936-1937

Dormitories open to freshmen, September 6
Enrollment of freshman class, September 7.
Dormitories open for upperclassmen, September 9.
All upperclassmen complete registration and pay fees, September 10.
All college classes begin, September 11.
Homecoming Day, November 7.
First Quarter ends, November 7.
Thanksgiving Holiday, November 26.
Christmas Holiday, 11:30 a. m., December 23 until 1:15 p. m., January 4, 1937.
Charter Day, January 13.
Semester examinations, January 14-19, inclusive.
All upperclassmen register and pay fees for second semester, January 14-19.
First semester ends, January 19.

SECOND SEMESTER

Second semester begins, January 20.
Freshmen register for second semester, January 20.
All college classes begin, January 21.
Third Quarter ends, March 20.
Spring Holidays, 11:30 a. m., March 26 until 1:15 p. m., March 31.
Final examinations, May 17-21, inclusive.

CENTENNIAL CELEBRATION AND COMMENCEMENT EXERCISES, MAY 22-24

Alumni Day and celebration, May 22.
Baccalaureate exercises, May 23.
Centennial celebration and Graduation exercises, May 24.

SUMMER SESSION, 1937

Registration for 1937 Summer School, June 1.
Close of Summer School, August 2.



*Guilford College
and Its Campus*

RECOGNITION AND ACCREDITING

The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools. It is a member of the Association of American Colleges and is on the approved list of the American Medical Association and of the North Carolina State Department of Education.

GUILFORD COLLEGE AND ITS CAMPUS

In August, 1837, wagons and heavy carriages brought the first students of New Garden Boarding School to their first classes. Chartered January 13, 1834, opened in 1837, the institution was, in January, 1889, given authority to grant degrees, and the name was changed to Guilford College.

In the State of North Carolina, out of approximately fifty universities and colleges, fifteen have attained membership in the Southern Association of Colleges and Secondary Schools. Guilford College is one of these fifteen. It is classified as an A Class college also by the North Carolina Department of Education in co-operation with the North Carolina College Conference, is on the list of colleges approved by the American Medical Association, and its work is, therefore, accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities of the nation.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in home-like surroundings and under strong religious influence. More recently the attempt has been made to interweave the religious teaching with the whole curriculum in such a way as to help the student not only to build ideals of action, relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of the race, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the certification of teachers in the public schools, provides thorough pre-medical, pre-law, pre-

dental courses, and a course looking to specialization in home economics.

With the enrollment of the college recently limited to three hundred, a number considered small enough for complete mutual acquaintance, and with a faculty of thirty, it is believed that the finest types of co-operative, sympathetic student work may be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger number.

RELIGIOUS INFLUENCE

Guilford College, while under the control of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. A daily chapel, which all attend, the Young Men's and Young Women's Christian Associations, a meeting for worship, and a Sunday School held on the campus in which students and faculty co-operate in normal religious activities, are elements which contribute to the religious life of the college.

SOME ACHIEVEMENTS OF GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum which has attracted much favorable comment, passed through a long experimental period, and has demonstrated its value.

2. Guilford has always educated women as well as men, in fact, it is the oldest co-educational institution in the South.

3. The co-operative housekeeping plan made permanent in Mary Hobbs Hall originated as Guilford attempted

to offer women an opportunity to maintain themselves in college. Guilford was a pioneer in this field.

4. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to secondary schools, colleges, and universities.

5. Guilford College represents a century of continuous service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

6. Accomplishments of Guilford's leaders outside of the college itself have been many: Nereus Mendenhall helped Guilford College community to become the first rural special tax district in North Carolina; Allen Jay established the first model farm in the state.

7. Established and maintained by the Society of Friends, the school early in its career admitted students not belonging to that denomination.

8. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the value of an athletic program.

9. Yet after all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service as civic and rural leaders.

LOCATION

Guilford College is on the Friendly Road in Guilford County, North Carolina, five and a half miles west of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the rolling Piedmont region which lies between the sand plains of the

coastal region on the east and the Blue Ridge and Great Smoky Mountains on the west. The climate is mild and provides perhaps as much as two months more of warm, delightful weather in spring and autumn, than one could have in the latitude of Philadelphia or New York.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north is the famous battleground of Guilford Courthouse, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

BUILDINGS AND GROUNDS

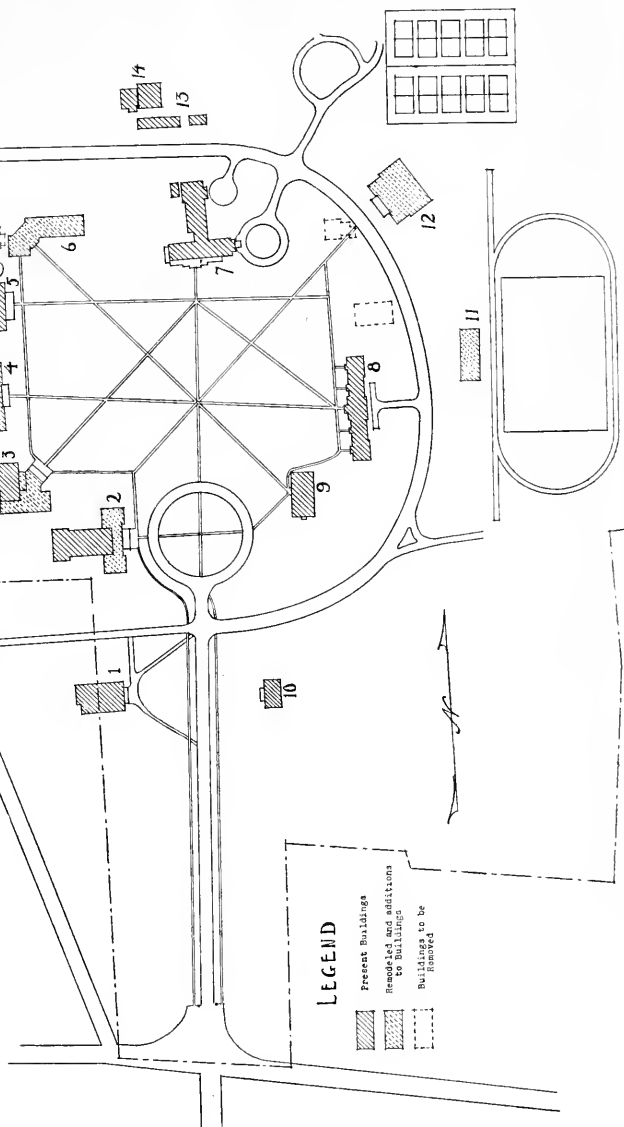
The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has been cleared for cultivation and use in connection with a dairy and truck garden, which the college maintains.

The campus, which has just been reseeded under the direction of the United States Commission on Soil Erosion, is rolling, has a number of old, large trees on it, chiefly oak and hickory. With its new turf most people would consider it an unusually beautiful setting for a college. About it in a large quadrangle, are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and pleasing in appearance.

Founders Hall, the oldest building of the group, erected in 1837, now a dormitory for girls, houses also the college dining room, the office of the Dean of Women, reception rooms and the home economics laboratory and classrooms.

CAMPUS PLAN

- | | |
|--------------------|--------------------|
| 1. Meeting House | 8. Cox Hall |
| 2. Memorial Hall | 9. Archdale Hall |
| 3. Library | 10. Music Building |
| 4. King Hall | 11. Grandstand |
| 5. Mary Hobbs Hall | 12. Gymnasium |
| 6. Girls Dormitory | 13. Garage |
| 7. Founders Hall | 14. Powerhouse |



LEGEND

- | | |
|--|--------------------------------------|
| | Present Buildings |
| | Remodeled and additions to Buildings |
| | Buildings to be Removed |
| | Buildings to be Removed |

Archdale Hall, erected in 1886, and named in honor of the Quaker Governor, John Archdale, was completely renovated in 1927 and will now accommodate forty men.

The Music Building was built in 1891 for the Young Men's Christian Association. On the first floor are the Y. M. C. A. hall and music rooms. The second floor is also used by the Music Department.

Memorial Hall, erected in 1897 by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices, book store, postoffice, chemical and biological laboratories and auditorium.

Mary Hobbs Hall, erected in 1907 for girls who wish to reduce expenses by co-operative housekeeping, affords accommodations for fifty-six girls.

The Library, erected in 1909 with the aid of a donation by Andrew Carnegie, is modern in its appointments.

King Hall, as now constructed, contains seven classrooms, the physical laboratory, the laboratory for freshman science, and the psychological laboratory.

Cox Hall, a dormitory for young men, will accommodate 104 students.

The Gymnasium, erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

Athletic Fields. The athletic equipment is large enough to enable every student in college to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track and field work. It is surrounded by a quarter-mile running track with a hundred-yard straightway.

There are three sand-clay tennis courts on the campus.

THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.



Educational Program

EDUCATIONAL PROGRAM

COURSE OF STUDY

The outline given below shows the educational program. The subjects printed above the lines are required of all students.

FRESHMAN YEAR

- 6 Natural Science
 - Geology 5
 - Biology 12
 - 6 English
 - English 1
 - English 2
 - 6 Foreign Language
 - 6 Mathematics
 - Mathematics 1 or 3
 - Mathematics 2 or 4
-
- 6 Major
 - 2 Physical Education

JUNIOR YEAR

- 6 Social Science
 - Political Science 23-24
 - 6 Religion
 - Religion 3
 - Religion 12
-
- 6 Major or Related Subject
 - 6 Major or Related Subject
 - 6 Major
 - 2 Physical Education

SOPHOMORE YEAR

- 6 Social Science
 - Psychology 1
 - Sociology 2
 - Literature and Art
 - English 19
 - Philosophy 10
 - 6 Foreign Language
-
- 6 Major or Related Subject
-
- 6 MAJOR
 - 2 Physical Education

SENIOR YEAR

- 6 Philosophy
 - Philosophy 103-104
-
- 6 Elective
 - 6 Major or Related Subject
 - 6 Major or Related Subject
 - 6 Major
 - 2 Physical Education

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, and mathematics. Without skill in the use of these tools, no modern scholar can understand or comprehend any field of knowledge.

English 1-2—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

Mathematics 3-4—Mathematical Analysis.

Three hours each week. Credit: three hours each semester.

This course makes a study of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions.

French 1-2—Elementary Course.

Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

Or

German 1-2—Beginners' Course.

Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

German 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Reading of texts of moderate difficulty with special attention to translation and syntax.

Or

Spanish 1-2—Elementary Course.

Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

Spanish 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

Ability to use successfully English and a foreign language is tested by comprehensive examinations. When the student shows proficiency by passing such tests, the language requirements have been met.

The course of study is also arranged to give each student an understanding of the world in which he lives and a background for the solution of the problems of his own age. This objective is realized through a series of required orientation courses. The freshman first studies the natural sciences to acquaint himself with the environment in which he lives; then through a study of biology he learns of animal life and man. From biology he turns naturally to an interest in the behavior of man as presented in psychology. Since man is not alone an individual, he must be interpreted as a member of various social units—the home, the educational system, the church, the economic system, and the political unit in which he lives. Courses in sociology and political science give such comprehension.

Geology 5—The Earth.

Three hours each week. Credit: three hours first semester.

This course forms the first part of the natural science course offered in the freshman year. The position of the Earth in relation to other heavenly bodies and the structure and composition of the Earth are studied by the aid of physics and chemistry. The course, therefore, introduces the student to the physical sciences. It gives some idea of man's conquest of the physical forces and the modern conception of the Universe.

Required of all freshmen.

Biology 12—An Introduction to Biology.

Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

This course undertakes a general survey of the field of biology. Demonstrations and some training in technique are given.

Required of all freshmen.

Psychology 1—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Required of all sophomores.

Sociology 2—A Survey Course of the Social Sciences.

Required of all sophomores. Three hours each week.

Credit: three hours second semester.

This course is planned as a survey of the basic problems of social development and personality adjustment to society. It considers the more important economic, industrial, educational, and political responsibilities of our day. Special attention is given to the family as an important unit of society.

Required of all sophomores.

Political Science 23-24—American Government.

Three hours each week. Credit: three hours each semester.

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various

departments of the National Government. In the second semester State, Municipal, County, and Township governments are studied.

Required of all juniors.

Throughout the ages man has revealed himself through the mediums of literature, the arts, and religion. Simultaneously, therefore, in the sophomore and junior years, the student is initiated into the thinking of man through the courses: English 19, Philosophy 10, and Religion 3 and 11.

English 19—General Literature.

Two hours of lectures, one of discussion each week.

Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Required of all sophomores.

Philosophy 10—Esthetics; Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of esthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the Fine Arts.

Required of all sophomores.

Religion 3—Beginnings of Christianity.

Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the Gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of His person.

Required of all juniors.

Religion 12—Comparative Religion.

Three hours each week. Credit: three hours second semester.

The basis of this course is a study of the historic religions and the

living religions of the world today. Points of strength and weakness and comparative values are considered.

Required of all juniors.

Both of these sequences culminate in a course on the history of Christian and philosophical thought which integrates and summates the other orientation courses and gives to the student a basis upon which to construct a philosophy of his own.

Philosophy 103-104—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration will be given outstanding leaders of thought of each period.

Required of all seniors.

It is also planned that each student shall have a division of academic knowledge upon which he will concentrate. He is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. Exceptional students are encouraged to read for honors, a plan which involves regular conferences, and written and oral examinations. For this intensive work, the academic subjects are separated into three divisions: the natural sciences, the social sciences, and languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year, he begins the study of some related subject in the division, as is outlined on p. 16; a second related subject is added in the junior year. The major professor arranges each student's course of study in conference with him, giving careful consideration to individual objectives and goals.

THE NATURAL SCIENCES

For the majors of the departments in this division, the courses are arranged in such sequence and are so co-ordinated that the needs of teachers of science, of pre-medical and pre-dental students, and of those students who wish to enter industrial fields are met.

Majors are given in biology, chemistry, mathematics, and physics. Since there is some variation in the number of hours necessary for a major, these requirements are outlined in the departmental descriptions.

BIOLOGY

A major in biology consists of twenty-four hours, including Biology 1-2 (or equivalent), and Biology 3-4. In the field of the allied subjects a minimum of one year of chemistry should be included; more is advised, also one year of physics.

Biology 1-2—General Biology.

Two lectures and three hours of laboratory each week.

Credit: three hours each semester.

This course is designed to give a thorough background in the fundamental principles of biology. Those majoring in the natural sciences, psychology, and those planning to teach science should elect this course instead of *Biology 12*.

Biology 3-4—Vertebrate Zoology and Comparative Anatomy.

One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

This course includes a brief survey of the main classes of the vertebrates, followed by a comparative study of vertebrate anatomy. The types studied in the laboratory are the shark, necturus, turtle, pigeon, and cat.

Biology 5—Physiology of the Human Body.

Two lectures and three hours of laboratory each week.

Credit: three hours the first semester.

A study of the physiological processes of the human body.

Offered 1937-38.

Biology 6—Vertebrate Embryology.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate with special emphasis on the chick.

Offered 1937-38.

Biology 7-8—Advanced Biology.

Three lectures, or nine hours of laboratory each week.

Credit: three hours each semester.

The work in this course will be given in the special field for which the student is especially prepared. It may be elected only by special permission from the professor in charge.

Biology 9—Bacteriology.

One lecture and six hours of laboratory each week. Credit: three hours each semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work includes routine procedure, such as the preparation of media, staining, and physiological reactions, in addition to analysis of food, milk, and water.

Offered 1936-37.

Biology 10—Technique in Laboratory Methods.

One lecture and six hours of laboratory each week. Credit: three hours the second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Offered 1936-37.

Biology 11—History of Biology.

Credit: three hours first semester.

In the first half of this course a survey of the history of biology from the Greeks to Mendel is made; the second half is a study of genetics from Mendel to the present day.

Biology 12—An Introduction to Biology.

Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

(See orientation courses).

CHEMISTRY

A major in chemistry consists of Chemistry 1-2, 3, 4, 5-6, and 9. Students majoring in chemistry are advised to take two years of mathematics in addition to freshman required mathematics and two years of physics. Students may, however, take two or three years of biology. This arrangement is especially valuable for students registering for pre-medical work.

Chemistry 1-2—General Inorganic Chemistry.

Two lectures and six laboratory hours a week with discussion periods. Credit: four hours a semester.

An introduction to the study of the principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

Chemistry 3—Qualitative Analysis.

Two lectures and six laboratory hours a week. Credit: four hours first semester.

A study of the methods of separation and identification of the cations and anions, the fundamental principles of qualitative analysis, and laboratory work.

Prerequisite: *Chemistry 1-2.*

Offered 1937-38, and alternate years.

Chemistry 4—Quantitative Analysis.

Two lectures and six laboratory hours a week. Credit: four hours second semester.

A study of the principal methods of gravimetric and volumetric analysis. Lectures, laboratory work, and stoichiometric exercises.

Prerequisite: *Chemistry 1-2, and 3.*

Offered 1937-38, and alternate years.

Chemistry 5-6—Organic Chemistry.

Two lectures and six laboratory hours a week. Credit: four hours a semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

Prerequisite: *Chemistry 1-2.*

Offered 1936-1937 and alternate years.

Chemistry 7—Physical Chemistry.

Lectures and three laboratory hours a week. Credit: three hours first semester.

A study of the properties of solids, liquids, and gases and the properties of solutions.

Chemistry 8—Technical Quantitative Analysis.

Lectures, laboratory work and stoichiometric exercises.

Credit: to be determined.

Methods of analysis of water, fertilizer, iron and steel, edible oil, and paint products.

Chemistry 9—Research.

Conferences, library and laboratory work. Credit: to be determined.

Arranged for students majoring in chemistry. Special emphasis is laid on the use of chemical literature, method of approach to research, and the solution of some research problem.

GEOLOGY

Geology 1-2—General Geology.

Classroom, laboratory, and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of astronomic and physiographic geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

Geology 5—The Earth.

Three hours each week. Credit: three hours first semester.

(See orientation courses).

HOME ECONOMICS

The Department of Home Economics aims to approach the problems of homemaking from a cultural as well as a practical point of view. The courses provide a background in the fundamental and scientific methods in this field.

The sequence of courses is arranged to fulfill the requirement for (1) graduation from Guilford College, (2) two years of work toward a Bachelor of Science Degree in Home Economics.

Home Economics 1—Principles of Design.

One lecture and six hours of laboratory work each week.

Credit: three hours first semester.

A study of the fundamental principles of design and the application of these principles to simple problems.

Offered 1937-38, and alternate years.

Home Economics 2—Clothing and Textiles.

One lecture and six hours of laboratory work each week.

Credit: three hours second semester.

An introduction to the study of cotton, linen, wool, silk, and other fibers; the planning and adaptation of commercial patterns; laboratory problems in cotton, silk, and woolen materials.

Offered 1937-38, and alternate years.

Home Economics 4—Food Study.

Two lectures and three hours of laboratory work each week.

Credit: three hours first semester

A study of the composition, source, and marketing of food; an appreciation of the science and the art of selecting and preparing food.

Offered 1936-37, and alternate years.

Home Economics 5—Meal Study.

Two lectures and three hours of laboratory work each week.

Credit: three hours second semester.

This course considers the efficiency of meal planning and preparation; the esthetics of meal service; the equipment and arrangement of kitchen and dining room.

Offered 1936-37, and alternate years

Home Economics 7—Nutrition.

Three hours each week. Credit: three hours first semester.

A study of the nutritional requirements at different age levels, with particular emphasis on the energy, protein, mineral and vitamin needs of the college student.

Offered 1936-37.

Home Economics 8—Nutrition.

Three hours each week. Credit: three hours second semester.

A continuation of the study of the fundamental nutritional requirements as a standard for optimal health; a survey of experimental work in this field.

Offered 1936-37.

Home Economics 10—Household Management.

Conferences, library and practical work. Credit: four hours first semester.

An application of the principles learned in the department of Home Economics to the management of an experimental home; seminar in subjects related to the management of a household.

Offered 1936-37.

MATHEMATICS

The courses in mathematics are designed to meet the needs of students desiring later to do graduate work or to teach mathematics in the public schools. The college requirement of six hours of mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in mathematics must take *Mathematics 1-2*, *5* and *6* in the first year; *Mathematics 7* and *8* in the second year; *Mathematics 9* and *10* in the third year, and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of physics, and should continue it for two or more years. A reading knowledge of French and German is strongly urged. Chemistry, biology, geology, or economics may also be chosen as related subjects.

Mathematics 1-2—College Algebra.

Three hours each week. Credit: three hours each semester.

This course makes a study of the ground work of elementary algebra, quadratic equations, indeterminate equations, progressions, the binomial theorem, logarithms, permutations and combinations.

Open to freshmen. Required of all freshmen majoring in mathematics.

Mathematics 3-4—Mathematical Analysis.

Three hours each week. Credit: three hours each semester.

(See educational-tool courses).

Mathematics 5—Trigonometry.

Three hours each week. Credit: three hours first semester.

This course makes a study of the derivation of formulae with their applications; trigonometric equations; solution of the right and oblique triangles; problems involving practical applications.

Required of all students majoring in mathematics.

Mathematics 6—Solid Geometry.

Three hours each week. Credit: three hours second semester.

Required of all students majoring in mathematics.

Mathematics 7—Plane Analytic Geometry.

Three hours each week. Credit: three hours first semester.

This course makes a study of the theory of Cartesian and Polar co-ordinates, the straight line, the conic sections, and the general equation of the second degree.

Prerequisite: *Math.* 5-6.

Mathematics 8—Differential Calculus.

Three hours each week. Credit: three hours second semester.

This course makes a study of variables and functions; limits; differentiation; geometrical and physical applications of the derivative; maxima and minima; differentials; rates; curvature; indeterminate forms; partial differentiation.

Prerequisite: *Math.* 7.

Mathematics 9—Solid Analytical Geometry.

Three hours each week. Credit: three hours first semester.

This course makes a study of surface tracing and locus problems in space; direction cosines; the plane; the straight line; quadratic surfaces; space curves.

Prerequisite: *Math.* 7-8.

Mathematics 10—Integral Calculus.

Three hours each week. Credit: three hours second semester.

This course makes a study of integration as the inverse of differentiation; the definite integral; reduction of integrals to standard

forms; integration as a process of summation, areas, lengths of curves, volumes, physical applications, successive and partial integration with applications to geometry and physics.

Prerequisite: *Math. 8.*

Mathematics 11-12—Differential Equations.

Three hours each week. Credit: three hours each semester.

This course makes a study of ordinary and partial differential equations, with their application to geometrical, physical, and mechanical problems.

Prerequisite: *Math. 9-10.*

PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research, and for practical work in the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry, and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshman year and continue it through their junior year. A good knowledge of French and German are strongly recommended for related subjects in this department.

Physics 1-2—General Physics.

Three lectures and four hours of laboratory each week.

Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A

study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

Physics 3-4—Elements of Electricity.

Two lectures and four hours of laboratory each week.

Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent.

Offered 1937-38, and alternate years.

Physics 5-6—Elementary Electron Theory.

Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radioactivity, photoelectricity, X-rays, thermionic emission, and modern theories of atomic structure.

Physics 7—Light.

Lectures and laboratory work each week. Credit: three hours first semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction, and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2*.

Offered 1936-1937, and alternate years.

Physics 8—Elementary Mechanics.

Three hours each week. Credit: three hours second semester.

Application of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2*.

Offered 1936-37, and alternate years.

Physics 9—Physics Seminar.

Credit to be determined by amount and type of work done.

Intended only for those students majoring in Physics.

Physics 15—Household Physics.

Lectures and recitations two hours each week. Credit: two hours first semester.

A course designed to meet the requirements of students who are majoring in Home Economics.

Offered 1936-37, and alternate years.

Physics 17—Laboratory Exercises for Household Physics.

Three hours of laboratory work each week. Credit: one hour first semester.

This course is designed to accompany Physics 15.

THE SOCIAL SCIENCES

The Division of the Social Sciences has as its purpose the orientation of all the college students into a knowledge of their social environment through a study of fundamental problems of the social, economic, educational, religious, and political developments. This is done through the following courses: Psychology 1, Sociology 2, Political Science 23-24, Philosophy 10, Philosophy 103-104, Religion 3, Religion 12.

Majors are given in the Departments of Economics, History and Political Science, Philosophy and Psychology, and Religion. In each of these departments twenty-four hours are required for a major. Courses in education and sociology are also offered.

ECONOMICS AND BUSINESS

The Department of Economics and Business has as its purposes to call attention to our most important economic problems and, where possible, to suggest methods of solution; to give the student the rudiments of a practical business training.

Economics 1 and Economics 2 are intended primarily for freshmen. Economics 3-4 is the basic course required of all students who choose Economics as a major subject. The succeeding courses give opportunity for the development of technique and the application of principles.

Economics 1—Industrial and Commercial Geography.
Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

Economics 2—Economic Organization.
Three hours each week. Credit: three hours second semester.

The course is designed to acquaint the student with the organization of production, the relationship between the different parts of the productive system, and the historical development of our present industrial society. Primary attention is given to the economic development of the United States.

Not open to students who have completed *Economics* 3-4.

Economics 3-4—General Economics.
Three hours each week. Credit: three hours each semester.

The purpose of the course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth-year students.

The entire course must be completed before credit can be given for either semester.

Economics 5—Money and Banking.

Three hours each week. Credit: three hours first semester.
(Formerly Economics 5-6.)

In the course a careful study is made of our present monetary and banking system. Emphasis is placed upon the features of a good money and banking system, and monetary fallacies are explained. Historical developments are traced briefly, and current banking and credit policies are analyzed. The practices of foreign countries are compared with our own.

Prerequisite: *Economics 3-4.*

Offered 1936-37, and alternate years.

Economics 6—Business Law.

Three hours each week. Credit: three hours second semester. (Formerly Economics 2.)

A study is made of the elementary principles of law which one is likely to need in practical business. Principles are illustrated by actual cases.

Not open to first-year students.

Offered 1936-37, and alternate years.

Economics 7-8—Principles of Accounting.

Textbooks and laboratory work. One recitation and two laboratory periods each week. Credit: three hours each semester. The entire course must be completed before credit will be given for either semester.

This course is a study of the principles and practice of keeping business accounts. It includes practice in keeping business records, analysis of books of account and financial statements, and a study of accounting principles.

Not open to first-year students.

Offered 1937-38, and alternate years.

Economics 9—Principles of Marketing.

Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours first semester.

This course deals with marketing functions, agencies, and problems.

It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Not open to first-year students.

Offered 1937-38, and alternate years.

Economics 10—Business Management and Finance.

Textbook, original sources, and reports. Three hours each week. Credit: three hours second semester. (Formerly Economics 13-14.)

The course is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations. Emphasis is also placed upon financial policies and financial management of both individual proprietorships and corporations.

Prerequisite: *Economics 3-4.*

Offered 1937-38, and alternate years.

Economics 11—Labor Problems.

Textbooks, required readings, and reports. Three hours each week. Credit: three hours first semester.

In the course a brief survey is made of our most important labor problems. It deals with labor organizations, industrial relations, and labor legislation.

Prerequisite: *Economics 3-4.*

Offered 1936-37, and alternate years.

Economics 12—Public Finance and Taxation.

Three hours each week.

Credit: three hours second semester.

In the course the theories applicable to government expenditures, government revenues, and government borrowing, are examined, and a critical analysis made of the tax systems and financial practices of the government in this and other countries. Particular emphasis is placed upon the operation of the financial systems of the various governmental units in the United States.

Prerequisite: *Economics 3-4.*

Offered 1936-37, and alternate years.

COMMERCIAL COURSES

This group of courses is designed to meet the needs of two classes of students: (1) Students who plan to go into office work before completing a college course, and (2) students who desire to obtain a more strictly practical training along with their college work. For the cost of these courses see *Expenses and Fees* on page 78.

Business A—Typewriting.

Offered either semester. No college credit.

The purpose of this course is to teach the student the touch system of typewriting. In addition to learning the keyboard and the elements of letter-writing, the student is expected to develop as much speed and accuracy as possible.

Business B—Shorthand.

This class meets for three recitations each week for two semesters. No college credit.

This course is designed to give the student a practical knowledge of shorthand system and technique. Speed and accuracy in taking dictation and transcribing are the concrete objectives.

Business C—Elementary Bookkeeping.

Three meetings each week. Spring semester. No college credit.

This course is designed for students who wish to acquire the necessary knowledge and technique for keeping ordinary business accounts and records. The work consists chiefly of laboratory work in keeping accounts.

EDUCATION

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy; to impart a knowledge of educational principles and methods of teaching based on sound psycholog-

ical and sociological principles; and to equip the student for service as a teacher in the schools of North Carolina.

Arrangements are being made so that it will be possible to give each student who can qualify an opportunity to do the practice teaching sufficient to meet the requirements of the North Carolina State Department of Education for teachers' certificates.

Students desiring to teach should consult the head of the department for further information as to the requirements for certification.

Education 1—Classroom Management.

Three hours each week. Credit: three hours first semester.

This course will take up a study of the social principles underlying education in a democracy, and show how these principles can be promoted by the proper planning for the organization of the class, and by developing a method of control based on the nature of the child and the purposes of the institution. It is hoped that this will contain many practical suggestions for the teacher.

This course is for sophomores, but freshmen may register by special permission.

Education 3—History of Education.

Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational developments is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the students may be made conscious of the reform conceptions of early modern times.

Education 7—Tests and Measurements.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Education 10—Elementary School Methods.

Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject-matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

Education 11—Principles of Secondary Education.

Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present-day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

COURSES IN MATERIALS AND METHODS OF TEACHING

Prerequisites: *Education 11*, and *Psychology 6*.

Education 25—Materials and Methods of Teaching High School English.

Three hours each week. Credit: three hours first semester.

This course is designed to give preparation for the teaching of English in high schools. It includes consideration of aims, courses of study and methods found most effective in the teaching of grammar, composition, and types of literature.

Offered 1936-37, and alternate years.

Education 27—Materials and Methods of Teaching High School History.

Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach history in high schools. It will include a discussion of the aims, functions, and objec-

tives of history in secondary schools. Related materials will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

Offered 1937, and alternate years.

Education 29—Materials and Methods of Teaching Science in High School.

Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach science in high schools. It will take up a discussion of the aims, functions, and objectives of science in secondary schools. Related material will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

Education 31—Teaching and Mathematics.

Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Young, J. W. A., *The Teaching of Mathematics in Secondary Schools.*

Offered 1936-37, and alternate years.

Education 33—Methods and Materials of Teaching Modern Languages.

Three hours each week. Credit: three hours first semester.

This course should be taken by all those who intend to teach any of the modern foreign languages. A brief historical survey will be made of the various methods which have been employed in the past in the teaching of Modern Languages, and this will be followed by a presentation of methods in use today. This course will include, also, a study of the material available in language teaching, such as maps, sound charts, tests, teaching devices, etc., and a thorough study will be made of the best methods of teaching the various elements of a language, as, for instance, grammar, pronunciation, reading, and composition. A number of written and oral reports will be required.

Education 39—Problems and Methods of Teaching Secondary Home Economics.

Three hours each week. Credit: three hours first semester.

This course is designed to present the aims, functions, objectives and problems of teaching Home Economics in the high school.

Offered 1936-37.

Education 47—Supervision of Public School Music.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice teaching course which comes the second semester. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

Education 50—Observation and Directed Teaching.

Three hours each week. Credit: three hours second semester.

Prerequisite: Course in *Material and Methods*.

This course is intended for those students who have met certain qualifications. The work will consist of class observation, followed by criticisms and discussions. Later the students who show satisfactory progress will be given an opportunity to teach a minimum of thirty (30) hours under the direction of the subject-teacher and the head of the Department of Education.

In connection with practice teaching there will be some expense which the student is expected to pay.

Psychology 2—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 2*, Department of Philosophy.)

Psychology 6—Educational Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 6*, Department of Philosophy.)

HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below. History 5 and 6 are required for a major in this department.

History

History 1-2—Ancient and Medieval History.

Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece, and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political, and cultural developments.

Offered 1936-37, and alternate years.

History 3-4—Modern and Contemporary European History.

Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time. Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War, and attempts to bring about international organization.

Offered 1937-38, and alternate years.

History 5-6—American History.

Three hours each week. Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

Not open to first year students.

Offered 1937-38, and alternate years.

History 8—The American Foreign Policy.

Three hours each week. Credit: three hours second semester.

In this course emphasis is placed on the way the foreign policy is formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics, and Latin-American relations.

Not open to first year students.

Offered 1937, and alternate years.

History 9—English Constitutional History.

Three hours each week. Credit: three hours first semester.

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law.

Open to Juniors and Seniors.

Offered 1937, and alternate years.

Political Science**Political Science 21—Principles of Political Science.**

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the nature, origin, and evolution of the state, the more important political theories, and the nature and functions of government.

Offered 1936, and alternate years.

Political Science 22—Governments of Europe.

Three hours each week. Credit three hours second semester.

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy, and the new states of Central Europe.

Prerequisite: *History 3-4.*

Offered 1937, and alternate years.

Political Science 23-24—American Government.

Three hours each week. Credit: three hours each semester.

Political Science 23 is prerequisite for Political Science 24.

(See orientation courses).

Open to Juniors and Seniors.

Political Science 26—International Organization.

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main

subjects for study are: the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, and the League of Nations.

Not open to first year students.

Offered 1936, and alternate years.

PHILOSOPHY

This department is divided into two sections, Psychology and Philosophy. The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior; to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives; to meet the ever-increasing demand for leaders who have psychological training; and to interpret education in terms of integrated personalities.

The aim of the courses in philosophy is to train the student to view himself and his world as a whole. They are planned to help the student to find the relationship between the various courses he is taking in his liberal arts training.

Psychology

Psychology 1—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See orientation courses).

Psychology 2—Child Psychology.

Three hours each week. Credit: three hours second semester.

A study of the inherited patterns of behavior and the changes that occur through conditioning. Special emphasis will be placed upon the underlying principles of mental hygiene in childhood.

Psychology 6—Educational Psychology.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

Psychology 7—Personnel Psychology.

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles for the solution of problems in industry, business, law, medicine, the ministry, and social work. It discusses methods for vocational guidance, vocational selection, and personnel work.

Offered 1937, and alternate years.

Psychology 8—Abnormal Psychology.

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Offered 1937-38, and alternate years.

Psychology 9—Psychology of Personality.

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of the emotions, mental hygiene, and reeducation.

Offered 1936-37, and alternate years.

Philosophy

Philosophy 10—Esthetics, Appreciation of Art.

Three hours each week. Credit: three hours second semester.

(See orientation courses).

Philosophy 11—Introduction to Philosophy.

Three hours each week. Credit: three hours first semester.

This course considers the general questions with which philosophy is concerned and the different types of solution which the human mind has given them.

Offered 1937-38, and alternate years.

Philosophy 12—The Modern Mind.

Three hours each week. Credit: three hours second semester.

This course aims to describe and interpret the main currents of present-day thought. The present state of philosophy and the positions of important living thinkers will be covered by discussions and reports.

Offered 1937-38, and alternate years.

Philosophy 14—Philosophy of Religion.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to survey the various philosophies of religion and to construct a modern philosophy of religion.

Offered 1937-38, and alternate years.

Philosophy 103-104—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

(See orientation courses).

RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends

or who are otherwise interested in the history and work of Friends.

Religion 3, Religion 4, Religion 1, and Religion 2—taken in the order designated—are studied as a basis for a major in Religion.

Religion 1—Hebrew History.

Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in the influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

Religion 2—Jewish History.

Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of the Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic, and poetic writings of the various periods.

Religion 3—Beginnings of Christianity.

Three hours each week. Credit: three hours first semester.

(See orientation courses).

Religion 4—The Apostolic Church.

Three hours each week. Credit: three hours second semester.

On the historical and religious background of the first century, this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces, and the Christian literature of the period.

Religion 5—History of the Christian Church.

Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and Protestant reform.

Religion 6—History of the Friends.

Three hours each week. Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

Religion 7—The Church: Worship and Ministry.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

Religion 8—The Church: Organization and Work.

Three hours each week. Credit: three hours second semester.

A comparative study of church organization, with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of fields and departments of work in the local meeting and in national and international service.

Religion 9—Principles and Methods of Teaching Religion.

Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

Religion 10—Organization of the Church School.

Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the graduation and management of pupils, and the training and supervision of teachers.

Religion 12—Comparative Religion.

Three hours each week. Credit: three hours second semester.

(See orientation courses).

SOCIOLOGY**Sociology 2—A Survey Course of the Social Sciences.**

Required of all sophomores. Three hours each week.

Credit: three hours second semester.

(See orientation courses).

Sociology 3—Introduction to Sociology.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the processes of human society, to give him some insight into the meaning of groups, culture, personality, types of social organizations, processes of social interaction, and phases of social control.

Sociology 4—Social Problems.

Three hours each week. Credit: three hours second semester.

This course embodies a study of some of the major social problems of contemporary society, such as family disorganization, the social problems of industry, poverty, disease, crime, racial conflict, etc. Prerequisite Sociology 3.

LANGUAGES AND ARTS

The Division of the Languages and Arts serves to train the student in the use of the native and foreign languages and to cultivate his understanding of aesthetics through the broad fields of literary history and the study of form in literature and the other fine arts. English 19, a survey course in the history of literature in the nations of western Europe, complements Philosophy 10 in an

attempt to give all students a conception of form and development in the arts. Majors of approximately twenty-four semester hours are offered in English, French, German, and Music, but for details of requirements for a major, see the statements under each departmental heading.

CLASSICAL AND MODERN LANGUAGES

Greek—Courses in Greek will be offered if there is a sufficient demand. Consult Dr. Beittel.

Latin—Courses in Latin will be offered if there is a sufficient demand. Consult Dr. Pope.

Modern Languages

The compulsory study of foreign languages has been supported by arguments, of which some have been plausible, others fictitious and still others genuine. It would be difficult, for example, to disprove that the intellectual curiosity of a student, concerning the French, German or Spanish attitude towards life, should not be encouraged; or to disprove that the greater the spread of such knowledge, the greater the possibility of adjusting international difficulties in a wise and amicable manner. Modern language teaching at Guilford College is inspired by these motives. The factual material mastered—grammar, vocabulary, oral and aural training—the student is introduced, through both classic and contemporaneous literature to the spiritual and intellectual leadership of the nation concerned. Interest in the more humble, but equally important activities of every-day life in these nations is fostered through the informal agencies of "Le Cercle Francais" (affiliate of the Federation de L'Alliance Francaise.)

French

A major in French shall consist of 24 credit hours beyond *French 1-2*. *French 5-6* should be taken before the junior year. A student pursuing this major must take *Spanish 3-4* or *German 3-4*. History or English is recommended as a related subject.

French 1-2—Elementary Course.

Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

French 5-6—Survey of French Literature.

Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

Offered 1936-1937, and alternate years.

French 7—Seventeenth Century Literature.

Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4*.

French 8—Eighteenth Century Literature.

Three hours each week. Credit: three hours second semester. (Formerly French 10.)

Prerequisite: *French 3-4*.

Offered 1937-38, and alternate years.

French 12—Nineteenth Century Literature.

Three hours each week. Credit: three hours second semester.

Prerequisite: *French 3-4*.

Offered 1937-38, and alternate years.

French 13—French Conversation.

Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4*.

Offered 1937-38, and alternate years.

French 15-16—Advanced Course.

Three hours each week. Credit: three hours each semester.

This course offers a more advanced study of French grammar, phonetics, pronunciation, composition, diction, dictation, etc., than is provided by French 3-4, and is recommended especially for those who plan to teach French. It will be open, however, to anyone who has had sufficient preparation for the work. A study of French civilization will be included.

Prerequisite: *French 3-4* or equivalent.

Offered 1936-1937, and alternate years.

GERMAN

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. (Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject.) European history is required, and students should take as much English literature and translation of the world's masterpieces as may be available in other departments.

German 1-2—Beginners' Course.

Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

This course is prerequisite to all other courses in German.

German 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Reading of texts of moderate difficulty with special attention to translation and syntax.

German 5-6—Advanced Course.

Three hours each week. Credit: three hours each semester.

Review of grammar and survey of German Literature. Assignments in German newspapers and journals.

Prerequisite: *German 3-4.*

German 7—Lessing, Schiller, and Goethe.

Three hours each week. Credit: three hours first semester.

Prerequisite: *German 3-4.*

German 8—Modern German Literature (or Scientific German).

Three hours each week. Credit: three hours second semester.

German 9—History of German Literature.

Three hours each week. Credit: three hours first semester.

German 10—German Conversation.

Cultural and social problems. Three hours each week.

Credit: three hours second semester.

German 11-12—The Genesis and Development of Faust.

Three hours each week. Credit: three hours each semester.

An intensive study of Goethe, the tragedy, and its composition. Written essays.

Prerequisite: *German 10.*

Spanish

Spanish 1-2—Elementary Course.

Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

Spanish 3-4—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

Spanish 5-6—Advanced Course.

Credit: three hours each semester.

Offered only in exceptional cases for students with especial interest in advanced study in Spanish. The course will include individual reading dealing with the literature of Spain and Hispanic America, with the historical development, and the cultural and social problems of Spanish-speaking countries. Assignments in Spanish and Mexican journals. Written essays.

ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical literature, and the literature of other nations will be expected. A major in English shall be constituted as follows: English 3-4, 13-14, and at least nine hours selected from courses 5-6, 8, 9-10, 18, 22, and 28. Extra courses are advised for those who can work them in. In addition, a choice from the following courses in related subjects is expected: *a*, Education (for students who expect to teach); *b*, a

classical language; *c*, Philosophy; *d*, Biblical Literature; *e*, History; *f*, courses in writing or public speaking. Which-ever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *3-4* must be taken in the first and second years, respectively.

English as a Tool

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required. This ability is tested by a comprehensive examination in English.

English 1-2—English Composition.

Three hours each week. Credit: three hours each semester.

(See educational-tool courses).

English 3-4—Survey of English Literature.

Three hours each week. Credit: three hours each semester.

In the first semester a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

English 5-6—Romantic Movement, and Tennyson and Browning.

Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects

of the Romantic movement. In the second semester Tennyson and Browning are studied.

Offered 1936-37, and alternate years.

English 8—American Literature.

Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

English 9—Elizabethan Dramatists, Exclusive of Shakespeare.

Three hours a week. Credit: three hours first semester.
Must be followed by English 10 for credit.

English 10—Shakespeare.

Three hours each week. Credit: three hours second semester.

Two dramas will be studied intensively and ten of the other great dramas extensively.

English 11—Argumentation and Debating.

Three hours each week. Credit: three hours first semester.
Prerequisite: *English 1-2.*

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches, and debates.

Prerequisite: *English 1-2.*

English 12—Creative Composition.

Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

English 13—Spenser.

Three hours each week. Credit: three hours first semester.

The Faerie Queene as a whole and problems in connection with Spenser.

English 14—Chaucer.

Three hours each week. Credit: three hours second semester.

A rapid introduction to Chaucerian grammar and the reading of the most important of the Canterbury Tales and Troilus and Criseyde.

English 19—General Literature.

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

(See orientation courses).

English 22—The English Novel.

Three hours each week. Credit: three hours second semester.

Approximately forty great novels will be read and discussed.

English 28—Masterpieces of the Drama in England and America.

Three hours each week. Credit: three hours the second semester. Alternates with English 22.

English 31—Children's Literature.

Two hours each week. Credit: two hours first semester.

This course makes a comprehensive study of the literature for children. The stories and poems are classified according to the psychological characteristics of the various periods of childhood. Creative work in the field of children's literature is required of students.

Offered 1936 and alternate years.

MUSIC

In harmony with the aim of the Department of Music to combine the technique, theory, and appreciation of music with a thorough cultural education, the college offers a degree of Bachelor of Arts with a major in music. Such a major includes sixteen hours in applied music, eight or more hours in theoretical music, and a successful recital before graduation. For details of requirements for the "A grade" certificate in public school music, a special diploma in applied music for students who do not take a regular academic major in music, the entrance examination, and college credit for courses taken, the student should consult the head of the department. In addition to the work outlined in this department, a student must take 12 to 18 hours of related subjects chosen from the Departments of English, foreign languages, philosophy and religion, or by special permission from some other department.

Music Organizations, including Choral Society, A Cappella Choir, and Music Clubs, are described on page 84.

General Courses

Music 34—Appreciation of Music.

Three hours each week. Credit: three hours second semester.

Study of musical literature, vocal and instrumental, by means of a phonograph, voice, and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

Music 43-44—History of Music.

Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England, and America.

Music 48—High School Music Problems.

Two hours each week. Credit: two hours second semester.

This course is a continuation of Education 47, and includes all phases of high school music—organization of glee clubs and choruses, voice testing, assignment of parts, balance of parts with selections suitable for various types of high school programs; organization of orchestras and bands, with selections suitable for each.

Prerequisite: Only music majors who have covered all major requirements are eligible for course 48.

Theoretical Courses

Music 131—Theory of Music.

Two hours each week. Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc.

Open to all students.

Music 133—Ear Training.

Two hours each week. Credit: two hours first semester.

This course includes training of the ear in rhythm, melody, and harmony; dictation; recognition of chords and cadences in major and minor modes.

Prerequisite: *Music 131*.

Music 134—Sight Singing.

Two hours each week. Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

Music 143-144—Harmony I and II.

Three hours each week. Credit: three hours each semester.

The work in this course consists of a study of the rudiments of music; its terminology, scales, intervals, chords, etc., as preparation for the study of harmony. Explanation of transposed instruments and various musical forms is given. Training is given in the four-part writing of triads of major and minor keys; in the choice of chords; in the harmonization of melodies and basses; and in the original keyboard work.

Open to advanced students in music.

Music 145-146—Harmony III and IV.

Two hours each week. Credit: two hours each semester.

This work follows Harmony II and includes simple modulations and more difficult harmonizations.

Music 147-148—Keyboard Harmony.

Two hours each week. Credit: two hours each semester.

All work is performed at the keyboard, applying the work that has been done in Harmony I, II, III, and IV to the keyboard.

Music 167-168—Composition and Analysis.

Two hours each week. Credit: two hours each semester.

This course deals with an application of harmonic materials to song forms, elementary counterpoint, and a brief analysis of larger forms.

Prerequisite: *Harmony I, II, III, and IV.*

Music 170-171—Counterpoint I, II, and III.

Two hours each week. Credit: two hours each semester.

Melodic progressions, clefs, two, three, and four-part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 146 and 168.*

Applied Music Courses

Diploma: The requirements for special diploma in applied music are as follows:

1. Two lessons per week for at least two years in the major study.
2. A satisfactory performance in recital in

the major study. 3. Two years of minor study in Voice, Piano, or Violin. 4. Ear training—3 hours. 5. Theory of Music—3 hours. 6. Harmony—12 hours. 7. Music History—6 hours. 8. Three hours of regular classroom work each semester. 9. At least 44 hours of college credit in addition to full entrance to a collegiate curriculum in this institution. 10. Physical training during entire period spent at college. It usually requires more than two years to develop the skill and efficiency necessary for recommendation for a diploma.

Piano.

One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises. At the same time the musical and æsthetic development of the student receives the most careful attention.

The following compositions exemplify what will be studied:

First Year. Selections corresponding in difficulty to Haydn's Sonata No. 11.

Second Year. Such selections as Bach, Three-part Inventions, and Mendelssohn, Songs Without Words; Schubert, Impromptu in B flat; Chopin, Polonaise C sharp minor, etc.

Third Year. Bach, Chromatic Fantasia and Fugue, toccatas, etc.; Brahms, Rhapsodie B minor, etc., and other advanced works.

Fourth Year. Graduation piano recital, including Chopin, Ballades, Polonaises, Etudes, etc.; Liszt, Rubenstein, Debussy, Rachmaninoff, etc.

Voice.

One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The following will be studied:

First Year. Standard songs in good English. Simple songs at sight.

Second Year. Breath control, enunciation, interpretation. Standard songs and opera and oratorio arias.

Third Year. More difficult arias and recitatives. Creditable voice recital.

Fourth Year. Two operatic arias, two oratorio arias, ten classic and ten modern songs.

Music 219-220—Class Lessons in Voice.

One hour each week. Credit: one hour each semester.

A study of the fundamentals of breathing, using the diaphragm and all muscles which have to do with singing. Vocal exercises are used to produce freedom in training the voice. The primary purpose is to teach the student how to use the voice with the least tension possible.

Violin.

One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The following will be studied:

First Year. Kreutzer Etudes, Nos. 1 to 32, and works of similar difficulty.

Second Year. Bach sonatas and work of similar difficulty.

Third Year. Scales, Arpeggii, bowing and phrasing, perform works of difficulty of Mendelssohn E minor concerto, etc.

Fourth Year. Experience in orchestra ensemble. Ability to play the viola in ensembles. Develop ability for sight reading in violin and simple piano accompaniments.

Violoncello.

One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The requirements for the violoncello correspond to those for the violin.

Orchestral Instruments.

Two hours per week. Credit: one hour each semester.

The student is required to gain some knowledge of all the principal instruments used in the orchestra. Every person taking the course must specialize on one instrument and play in the college orchestra. A small fee is charged for the use of the instruments.

Fees for Piano, Violin, Voice, etc. One lesson each week, \$22.50 each semester. Two lessons each week, \$37.50 each semester. Class lessons, \$10.00 each semester. Piano for practice, five hours each week, \$5.00 each semester; ten hours each week, \$8.00 each semester. Orchestral instruments, \$5.00 each semester.

Music 229-230—Choir Training.

Five hours per week. Credit: two hours each semester.

This course may be taken with or without credit.

Admission to this course is equivalent to membership in the A Cappella Choir. (See page 85 for a description of the choir.) The course is an exceedingly practical one and is devoted entirely to the acquirement of a repertoire in music suitable for use in churches and other sacred gatherings. Public performances are given throughout the State. This course is especially adapted to choir directors, in church, and in schools. Credit may be obtained by attending the regular classes throughout the year.

PHYSICAL EDUCATION

The work in the department of health and physical education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

Health and Physical Education for Men

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of three divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, and tennis.

(b) The intramural program, which is made up of the following activities: touch football, basketball, baseball, soccer, track, tennis, boxing, wrestling, tumbling, volleyball, and speedball.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields.

Each student is given a thorough physical examination, from the findings of which the student is placed in those activities which are in keeping with his physical condition. Through subsequent periodic examinations and follow-up procedure the student is kept informed as to his physical condition.

Physical Education 1-2—Hygiene and Activities in Physical Education.

Three times each week. Credit: one hour each semester.

Required of all freshmen.

Physical Education 3-4—Activities in Physical Education.

Three times each week. Credit: one hour each semester.

Required of all sophomores.

Physical Education 5-6—Sports and the Character-Building Aspects of Athletics.

Three times each week. Credit: one hour each semester.

Required of juniors.

Physical Education 7-8—Sports and Programs of Athletics and Recreation.

Three times each week. Credit: one hour each semester.

Physical Education 9-10—Individual Activities.

Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

Physical Education and Hygiene for Women

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental work, and to aid in the development of precision, alertness, and grace of movement.

Costume.—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

Women's Athletic Association.—See *Student Organizations*, page 88.

Physical Education 25-26—General.

Three hours each week. Credit: one hour each semester.

This course includes field hockey, basketball, baseball, volley-ball, gymnastics, folk dancing, marching, stunts, etc. Required of freshmen.

Physical Education 27-28—General.

Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and æsthetic gymnastics. Required of sophomores.

Physical Education 29-30—General.

Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and æsthetic gymnastics. Required of juniors.

Physical Education 31-32—General.

Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and æsthetic gymnastics. Required of seniors.

SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important: In the freshman year a short paper discussing the student's aims and purposes in college is required. In the sophomore year and in the junior year a special public talk is required of each student, a well organized exposition of some subject which is to practice him in comprehension, organization, and presentation of more or less complicated material. In a number of courses in the college curriculum for which detailed syllabi have been prepared opportunity is given to advanced and capable students to study independently and receive credit for the work done upon the successful

completion of a comprehensive written and an oral examination covering the material. Seniors who have achieved a high record during the first three years of work are permitted and encouraged to carry on an independent course of readings and study looking towards special honors in the department which they choose, or they may prepare a special thesis for which six hours credit may be secured upon satisfactory completion of the project chosen. For details of the regulations covering such courses the student should consult the head of the department in which he is majoring.

THE LIBRARY

With an educational program which includes much collateral and independent reading the college obviously emphasizes its library. The collection of materials, intended especially for a liberal arts college, contains over 16,600 books and bound periodicals. Unbound periodicals, pamphlets, and 300 prints made from the best paintings of the world enrich the collection. Hundreds of uncatalogued books are being listed so that they will be easily available on the regular library shelves if needed.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves and the librarian and attendants are anxious to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested, so that all who come may have a quiet place to study.

The reading room is commodious, well-lighted, with a large number of books of fiction, biography, and reference immediately available to the reader. The stack room is modern in its appointments, fireproof, with steel shelving, and a secure vault in which the early minute books of most of the Quaker meetings in North Carolina and much other material of great historical value are stored. It is hoped that these records, probably the largest collection of Quaker material in the South, will be augmented by friends who have documents of historical interest in their possession and who would like to have them preserved in a safe place. Such contributions are solicited and should be addressed to the Guilford College Library, Guilford College, N. C.

ADMISSION

The student body of Guilford College is limited to 300. The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in the small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

Whenever a student shows, by maintaining low standards of scholarship, or by standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college; in all such matters the college exercises final authority.

ADMISSION TO THE FRESHMAN CLASS

Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students. Candidates for admission to the freshman class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school; those who are not graduates of an accredited high school must present a record of work done and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units (a high school course taken five periods

a week for one school year is one unit), in order to secure freshman standing:

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Language	2	units
History	1	unit
Electives	6½	units

Not less than two units will be accepted in any one language, unless presented as an elective. Students who intend to major in mathematics or one of the sciences should, if possible, present French or German for entrance.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records that the student may submit.

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1

Vocational Subjects:

Commercial Geography .....	.5
Agriculture	2
Manual Training	2
Home Economics	2
Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression .....	.5

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed a high school course, may be admitted as special students. No special student will be permitted to register for less than twelve academic hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 69 will be classed as irregular students.

DEFICIENCIES

Deficiencies in high school subjects required for entrance to college must be made up by the end of the sophomore year.

REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark *A* he will receive 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it.

In his major field the student must complete not less than 24 nor more than 36 hours. Courses passed with a grade of less than *C* will not be credited toward a major. The student must also receive credit in the required educational-tool and orientation courses.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be given a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

All students who expect to graduate in June or August of the following year are required to file an application for graduation with the registrar on or before November 1st.

Applicants for the bachelor's degree in June must pass the comprehensive examination in language on or before January 15 and must settle their accounts with the college

treasurer on or before May 1 of the year in which they expect to graduate. Applicants for the degree in August must pass the comprehensive examination in language on or before May 25 and must have their accounts settled by July 17. Those who fail to meet the above requirements will have their degrees withheld until the next regular date on which degrees are conferred.

ACADEMIC REGULATIONS

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, A, B, C, D, Inc., and F.

A represents exceptional, B represents superior, C represents average, D represents passing attainment, F represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not been completed on account of conditions beyond the student's control. An *Inc.* not made up within a year automatically becomes an F.

ABSENCES

All students except sophomores, juniors, and seniors who are on the honor roll are required to attend classes regularly. When a student has acquired three unexcused absences in one class during the semester, the instructor notifies the registrar and a note is sent the student stating that one more such absence will exclude him from the class and the grade F will be entered on his record. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the president. Students are allowed no absences, except those excused by the deans during the week before and the week after vacation. Students who are not passing nine hours are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except to represent the college in major student activities, must be arranged for with the deans in advance.

All students are required to attend chapel daily. When a student has three unexcused absences from chapel in one semester, the Personnel Committee will consider such absences as a problem for its consideration.

LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than two weeks after the first day of classes except by permission of the Personnel Committee.

EXTRA HOURS

Only students who have passed all their academic work and made an average of B during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours.

F E E S

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through a substantial endowment, a fund now approximately \$570,000.

The approximate annual academic budget for this year is \$84,856.00. Students will pay in approximately \$44,234.00. In former years the college has at times furnished as much as 62% of the annual cost of the student academic training. In other words, no student, even if he pays every cent of his tuition, pays the whole cost of his college education. Income from endowment funds and contributions by people who believe in the value of the college are used to pay approximately fifty per cent of the cost of educating every student who goes through Guilford, or attends a year there.

In more specific terms the cost of what the college provides is between \$300.00 and \$400.00 per student over and above the charge for board, room, and laundry. The student is asked to pay only \$153.00 of this \$300.00 to \$400.00 expense. The charge for board, room, and laundry is approximately the cost of those services. In considering the expenses listed below, we hope our friends will look at them in the light of the above statements.

In giving the expenses below, we use the term ESTIMATED. That refers to the charge made for board. Those who live in Mary Hobbs Hall where the girls do their own work are requested to pay the first of each month the estimated cost of the food for the month. For students who take their meals at Founders Hall, \$160 per student is set aside for the boarding department. It is our custom to spend this amount in providing meals for the students. During the coming year, however, we

are facing the possibility of a considerable increase in the cost of foods. We are reserving the right, therefore, to increase the charge \$10 to \$20 if we find it is necessary in order to provide satisfactory food.

For board, room rent, laundry, tuition, registration, library, laboratory, and lecture fees for the academic year of thirty-five weeks.

For men in Archdale Hall (estimated)	\$403.00
For men in Cox Hall (estimated)	403.00
For women in Founders Hall (estimated)	403.00
For women in Mary Hobbs Hall (not including laundry), estimated	300.00
For day students (board, room rent, and laundry not included)	153.00

In addition to the above charges every student is charged a *Student Activities Fee* of \$13, a *Deposit Fee* of \$4, and a *Medical Fee* of \$5.

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by, at least, a three-fourths vote of the entire student body. The organizations participating in the budget are the athletic associations for men and women, the college annual, the college newspaper, the Christian associations, the student government organizations, the Dramatic Council, Debating Council, and the Student Affairs Board.

A *Deposit Fee* of \$4 is required of each student, against which unnecessary damages to college property are charged. If the person doing the damage is known, the charge is made against that person. When the administration is unable to identify the person causing the damage, the cost of repair or replacement will be distributed as fairly as possible among the group of students most directly concerned. New students must pay the deposit fee in advance in order to reserve a room in the dormitory. Any unused part of this deposit fee stands to the credit of the student paying it.

Medical Fee. The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college does, however, provide a thorough physical examination for each student at the beginning of the year, the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. The administration furthermore undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order.

All women students, when ill, will be removed to the college infirmary in Founders Hall upon the direction of the nurse.

Reduction in Charges. When two or more students come from one family a 5 per cent discount is allowed on the charges for board, room rent, laundry, and tuition, provided full cash payment is made according to the schedule outlined on page 76. No discount is allowed if there is any modification of this schedule for payment.

Special Fees

Graduation and Academic Costume Fee	\$ 12.00
Late Registration Fee	2.00
Extra credit hours (more than 18) per hour	4.00
Deposit Fee	4.00
Breakage Fee for Laboratory Courses:	
Organic and Analytical Chemistry	10.00
General Chemistry	5.00
Medical Fee	5.00

Fees in Music

Class lessons in Voice	\$ 20.00
Piano, two lessons per week	75.00
Piano, one lesson per week	45.00
Voice, two lessons per week	75.00
Voice, one lesson per week	45.00
Use of piano for practice five hours per week	10.00
Use of piano for practice ten hours per week	16.00

Use of orchestral instruments per semester	5.00
Violin or violoncello, two lessons per week	75.00
Violin or violoncello, one lesson per week	45.00
Music students taking one academic subject	100.00
Music students taking two academic subjects	145.00
Registration fee for students taking music only	15.00

Fees in Commercial Courses

Typewriting (each semester)	\$ 15.00
Shorthand (each semester)	15.00
Bookkeeping (each semester)	8.00

PAYMENTS

Payments are due on or before the following dates:

Thirty per cent (30%)	September 7th to 10th, 1936
Twenty per cent (20%)	November 7th, 1936
Thirty per cent (30%)	January 14th to 20th, 1937
Twenty per cent (20%)	March 20th, 1937

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payment and should see that other payments are in the treasurer's office on or before the date designated. In order to save expenses in the treasurer's office, bills will not be sent out for these payments unless requested by the student or his parents. Such requests should be made two weeks before the date the payment is due.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

Regulations Governing Payments

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

Refunds and Reductions. Tuition and registration fees and payments for room rent are not refunded.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. This refund will be calculated from the time of notification of the Boarding Department. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative, and difficult to determine.

Registration. Registration for the first semester must be completed before the treasurer's office closes at five o'clock on September 10, and for the second semester before the treasurer's office closes at five o'clock on January 20.

Late Registration. Students who fail to complete their registration on time will be charged a special fee of \$2.00.

Failure to Pay. Any student who has failed to pay his bill on the dates published in the catalogue is denied the right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

Students who have not settled their accounts with the college on or before the day on which the final examinations begin forfeit their right to grades for that semester.

LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the President's Office. All applications are examined by the committee on student help.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive a reduction of 25% of the actual college expense up to the maximum of \$100.00. This reduction will be granted only to students who are maintaining at least a minimum academic standing of C.

Students who ask for this reduction on tuition must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

STUDENT EMPLOYMENT

Some students at Guilford College meet part of their expenses by working in the buildings and on the grounds. Students of unusual academic attainments who must supplement their funds in this way should write to the president of the college for further information.

ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic

year to the next by giving due notice of his intention in writing before March 1st.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

Young women students who do not intend to room in the dormitories are to confer with the personnel director concerning living arrangements unless they live in their own homes.

MARY HOBBS HALL

Girls are admitted to Mary Hobbs Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of Mary Hobbs Hall the actual cost of board in advance. In this way the board will be furnished for about \$8.00 to \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.



Student Life

STUDENT LIFE

STUDENT GOVERNMENT ASSOCIATIONS

The Men's Student Government Association and the Student Council, elected by the women students, co-operate with the administration in all matters connected with student life both social and academic. The students elect their own representatives to these governing boards.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations jointly conduct Bible classes each Sunday morning, and a six weeks mission study course during February and March.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. Around the Y. M. C. A. and Y. W. C. A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

MUSIC ORGANIZATIONS

Guilford College Community Choral Society

The Choral Society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability

to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual Commencement in June.

Federated Music Club

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs, a connection which enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

A Cappella Choir

This choir, which, as the name suggests, sings without accompaniment, is made up of the best voices of the college. A definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training all members are required to take the course, "Theory of Music," which deals with all phases of musical training. The choir made its initial appearance at Commencement, 1929. This was the first appearance of an organization of this kind in connection with a southern institution. It is now recognized as one of the finest musical organizations in the State and is already having its influence on church music.

In the many appearances which the choir has made there have been enthusiastic comments on the quality of tone, the harmony, and more especially on the sense of aesthetic values in the spiritual realm, which its members have been trained to experience and to communicate to others. It offers unusual opportunities for excellent train-

ing in the finest type of music, the sacred song, and also provides a splendid fellowship and an opportunity to carry a real message to the people of our country.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of two plays given annually by the students of the college. It has property rooms in Memorial Hall in which are stored the permanent equipment of the council. Membership is elective after a student has become a candidate by acquiring eight points. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play.

THE DEBATING COUNCIL

The Debating Council is composed of the faculty committee on debates and five students, one elected by the student body and one by each of the four classes. The council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college bi-weekly. It consists of twelve members selected from the students. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are the principal officers elected by the board.

ATHLETIC ASSOCIATIONS

The athletic associations are formed for the purpose of fostering and encouraging the athletic interests at the college and to assist in the work in the department of physical education.

The Athletic Association for Men

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in co-operation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

Important Regulations

Athletic contests are promoted for the benefit of regularly classified students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who has not made a grade of C in at least nine hours of the work of the quarter previous to that in which the contest occurs or who is failing to maintain a grade of C in at least nine hours during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Women's Athletic Association

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

STUDENT ACTIVITIES

The Student Affairs Board, made up of one representative from each student organization on the campus has the general oversight of the student activities of the college. In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

Group I

(Each activity is rated as one point.)

Minor staff member of the Quaker; minor staff member of the Guilfordian; member of either Student Council; college marshal; cabinet member of Y. M. C. A. or Y. W. C. A.; member of Student Affairs Board; chairman of Debating Council; member of either Athletic Council; president of Christian Endeavor; member of Social Committee; member of Dramatic Council; president of either Athletic Council; president of Freshman Class; superintendent of Sunday School; member of class debating team.

Group II

(Each activity is rated as two points.)

Assistant business manager of the Guilfordian; associate editor of the Guilfordian; circulation manager of the Guilfordian; assistant manager of football, basketball, or baseball; manager of tennis or track; actor in a play; varsity squad of track or tennis; chairman of Social Committee; secretary of Student Affairs Board; member of debating team; president of Sophomore, Junior, or Senior Class.

Group III

(Each activity is rated as three points.)

Photographic manager or managing editor of the Quaker; president of either Y. M. C. A. or Y. W. C. A.; president of Men's Student Council; president of Student Affairs Board; chairman of program committee of Y. M. C. A. or Y. W. C. A.; manager of men's baseball, basketball, or football; varsity squad of football, baseball, or basketball; business manager of choir; house president; member of choir if not registered for credit.

Group IV

(Each activity is rated as four points.)

Editor-in-chief or business manager of the Quaker; editor-in-chief, business manager, or managing editor of the Guilfordian; president of Women's Student Council.

Limitation of Activities

The number of activity points which a student may carry is governed by his quality average and determined by the following schedule:

<i>Quality Average of Student</i>	<i>Points Allowed</i>
3.00	13
2.75	12
2.50	11
2.25	10
2.00	9
1.75	8
1.50	7
1.25	6
1.00	5

A student passing nine hours work with an average of C, yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

Students participating in major student activities must be regularly classified students, must be making an average grade of C in at least nine hours of current college work, and must have made the same average in at least nine hours during the previous quarter. In case the student has been out of college for a time the rule applies to the last quarter he was in college.

Students from other institutions who have not made the average stated above during the last quarter or semester they were in college, shall be required to make an average of C for one quarter in at least nine hours of work before being allowed to participate in major student activities.

A student who makes "F" cannot have his grade changed before the end of the quarter. A student who has been given the grade "Incomplete" will be readmitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then made a C average in nine hours.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed.

Committees appointed to make nominations for officers for any of the above offices should confer with the Student Affairs Board to determine whether the proposed candidate is eligible to hold the office.



Scholarships and Honors

SCHOLARSHIPS AND HONORS

SCHOLARSHIPS

Haverford College offers annually a few scholarships of \$600 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College who are able to meet the standards required. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

Marvin Hardin Scholarship. The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average and the greatest literary attainment. This scholarship is available in the spring of the senior year, provided that the student shall pursue the remainder of his undergraduate studies at Guilford College.

William F. Overman Scholarship. William F. Overman, of Moorestown, New Jersey, a former student of New Garden Boarding School, has established a fund the income from which is to be known as the *William F. Overman Scholarship*. Any junior who does not hold the *Marvin Hardin Scholarship*, and whose quality average is 2.00 or more in all work taken at Guilford College, may be a candidate for this scholarship. From the candidates, the faculty and student body choose the one who has made the greatest contribution to the college life; who has done the best piece of constructive work in improving some department of student activities; who has helped most in maintaining a fine co-operation between faculty and stu-

dents; who has done most to create a fine college spirit. The candidate chosen will receive the scholarship during his senior year at Guilford College.

Nereus and Orianna Mendenhall Mathematics Scholarship Fund. By the will of Gertrude W. Mendenhall a scholarship fund to be known by the above name was established the income from which "shall be used to aid worthy boys and girls who have not the means to pay their tuition and expenses, these scholarships to be open only to boys and girls who have gone through the freshman course and have made good records in preparatory mathematics and who desire to do higher work in mathematics and allied sciences. The selection and determination as to who shall have the benefit of this scholarship fund from year to year shall be determined by a committee from the faculty to be appointed each year by the President of Guilford College."

HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year.

Those on the honor roll are not required to attend classes or be held for daily preparation, but are required to take quarter and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters are exempted from their final semester examinations.

RECIPIENTS OF SCHOLARSHIPS AND HONORS

Haverford Scholarship.....Ernest Kennedy White
Scholarship from the School of Social Service, Richmond

Division, College of William and Mary.....Mamie Rose McGinnis
Scholarship from Hartford Theological Seminary.....Marjorie Faw
William F. Overman Scholarship.....Colum Kelly Schenck
Marvin Hardin Scholarship.....Jasper Gibbs Seabolt, Jr.
Mary E. M. Davis Memorial Scholarship.....Sarah Gray

HONOR ROLL

1935-1936

First Semester

SENIORS

Frances Eleanore Alexander	Edgar Paul Hubert Meibohm
Billie Osborne Brendall	Virginia Dare Neece
Mary Carlton Bryant	Colum Kelly Schenck
Ernest Daryl Kent	Helen Stilson

JUNIORS

Allan Ray Hollis	Virgilia Ruth Hollis
Jasper Gibbs Seabolt, Jr.	

SOPHOMORES

James Clark Cornette, Jr.	Amanda Frances Purdom
Delacy Faust	Beatrice Augusta Rohr
Palmer Cleone Holt	Bettie May Trotter
Earle Francis Maloney, Jr.	Rebecca Ellis Weant
Elizabeth Wetherald	

Second Semester

SENIORS

Frances Eleanore Alexander	Edgar Paul Hubert Meibohm
Mary Carlton Bryant	Colum Kelly Schenck
Julia Wharton Cannon	Helen Stilson

JUNIORS

John Claudius Bradshaw, Jr.	Virgilia Ruth Hollis
Allen Ray Hollis	Jasper Gibbs Seabolt, Jr.
Naoma Estelle Hollis	Esther Stilson

SOPHOMORES

James Clark Cornette, Jr.	Madelcine Wallace Smalley
DeLacy Faust	Ralph Rowland Spillman
Palmer Cleone Holt	Rebecca Ellis Weant
Amanda Frances Purdom	Giles Wesley Vick, Jr.

FRESHMEN

Alvin Wilbert Meibohm



*Personnel of
Guilford College*

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DAVID J. WHITE, Greensboro	1940
D. RALPH PARKER, High Point	1941
A. WILSON HOBBS, Chapel Hill	1941

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Girls' Aid Committee*In Charge of Mary Hobbs Hall**Term Expires*

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Ida E. Millis	1936
Sara R. Haworth	1936
May R. Cox	1936
Catherine White	1937
Callie S. Cude	1937
Gertrude Hobbs Koerner	1937
Helen T. Binford	1938
Laura Hodgins	1938
Ada Blair	1938
Blanche Dixon	1939
Rachel F. Taylor	1939
Dovie Hayworth	1939
Marianna W. Johnson	1939

Adelaide E. White, Honorary Member

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Virginia Ragsdale Cox, High Point	<i>Vice President</i>
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A. Scott Parker, High Point	<i>Treasurer</i>

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E. G. Purdom [*]	<i>Dean of Men</i>
Ernestine C. Milner	<i>Personnel Director</i>
Katharine C. Ricks	<i>Librarian</i>
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Edgar T. Hole	<i>Financial Agent</i>
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Eloyse S. Postlethwaite	<i>Dietitian</i>
Melissa Powell	<i>Nurse</i>
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Mamie A. Anderson	<i>Matron Founders Hall</i>

DIVISIONS AND DEPARTMENTS

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Chemistry
Geology
Home Economics
Mathematics
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History
Philosophy and Psychology
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Religion
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III. DIVISION OF THE LANGUAGES AND ARTS

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English
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German
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FACULTY

CLYDE A. MILNER, PH.D.,

President of the College and Professor of Philosophy.

A.B., Wilmington College; A.M., Haverford College; B.D., Hartford Theological Seminary; Graduate Study at University of Chicago, Marburg University, University of Geneva; Ph.D., Hartford Theological Seminary; Guilford College since 1930; President since 1934.

RAYMOND BINFORD, PH.D.,

President Emeritus and Professor of Biology.

B.S., Earlham College; M.S., University of Chicago; Ph.D., Johns Hopkins University; Guilford College, 1901-1914, since 1918.

J. WILMER PANCOAST, B.S.,

Professor of Mathematics.

B.S., Swarthmore College; Graduate Study at University of Pennsylvania, Cornell University, University of Chicago, University of Wisconsin; Guilford College since 1919.

KATHARINE C. RICKS, B.S.,

Librarian.

B.S., Guilford College; Graduate Study at the Virginia State Library, Library School of Columbia University; Guilford College since 1922.

EVA GALBREATH CAMPBELL, PH.D.,

Professor of Biology.

A.B., Ohio Wesleyan University; A.M., Ohio State University; Graduate Study University of Chicago; Ph.D., Ohio State University; Guilford College since 1924.

SAMUEL L. HAWORTH, A.M.,

Professor of Biblical Literature and Religion.

Ph.B., Chattanooga University; A.M., Brown University; Graduate Study, Brown University, Chattanooga University; Guilford College since 1924.

ALGIE INNMAN NEWLIN, A.M.,

Professor of History and Political Science.

A.B., Guilford College; A.M., Haverford College; Graduate Study, Columbia University, University of California, University of Wisconsin, Johns Hopkins University, Institute of International Relations of the University of Geneva; Guilford College 1924-26, 1927-1929, and since 1931.

DOROTHY LLOYD GILBERT, A.M.,

Associate Professor of English.

A.B., Earlham College; A.M., Columbia University; Graduate Study, University of Wisconsin, University of North Carolina; Guilford College since 1926.

PHILIP W. FURNAS, A.M.,

Professor of English.

A.B., Earlham College; A.M., Harvard University; Graduate Study, Harvard University; Guilford College since 1927.

E. GARNESS PURDOM, PH.D.,

Professor of Physics.

A.B., Centre College; M. S., University of Chicago; Ph.D., University of Michigan; Guilford College since 1927.

FREDERICK CARLYLE SHEPARD, A.M.,

Professor of Education.

A.B., University of North Carolina; A.M., University of North Carolina; Graduate Study, University of North Carolina; Guilford College since 1929.

JOHN P. ANDERSON, A.M.,

Director of Physical Education.

A.B., Hendrix College; A.M., Columbia University; Graduate Study, University of Illinois, University of Michigan, Peabody University; Guilford College since 1929.

ERNESTINE COOKSON MILNER, A.M.,

Personnel Director.

A.B., Miami University; B.S., Miami University; A.M., Wellesley College; Graduate Study at Ohio State University and Columbia University; Guilford College since 1930.

MARI LUISE HUTH, A.M.,

Assistant Professor in German and Spanish.

A.B., Columbia University; Diploma in Music, University of Leipsic; Study at Universities of Berlin and Munich; Graduate Study at Hamburg University and Columbia University. M.A., Columbia University; Guilford College 1925-26, 1930-31, since 1933.

HARVEY ALBERT LJUNG, PH.D.,

Professor of Chemistry.

B.S., University of North Carolina; M.S., University of North Carolina; Ph.D., University of North Carolina; Guilford College since 1931.

WILLIAM O. SUITER, M.A.,

Professor of Economics and Business.

B.A., University of Texas; M.A., University of Texas; Graduate Study, University of Chicago; Guilford College since 1932.

ELIZABETH H. ANDERSON, A.B.,

Director of Physical Education for Women.

A.B., Hendrix College; Graduate Study, Columbia University; Guilford College since 1932.

MAXINE KIRCH, M.A.,

Instructor in Piano and Public School Music.

A.B., University of Wisconsin; M.A. University of Wisconsin; Guilford College since 1935.

RUSSELL POPE, PH.D.,

Professor of Modern Languages.

A.B., Amherst College; M.A., Columbia University; Ph.D., New York University; Guilford College since 1935.

EZRA H. F. WEIS, PH.D.,

Professor of Music.

Mus.G., Northwestern University; M.A., Columbia University; Ph.D., Columbia University; Guilford College since 1935.

ELOYSE SARGENT POSTLETHWAITE, M.S.,

Assistant Professor of Home Economics.

B.S., University of Maryland; M.S., University of Maryland; Guilford College since 1935.

ADAM DANIEL BEITTEL, PH.D.,

Professor of Sociology.

A.B., Findlay College; A.M., Oberlin; Ph.D., Chicago University; Guilford College since 1936.

FACULTY COMMITTEES

The President is an ex-officio member of all committees.

Administrative Council—E. G. Purdom, P. W. Furnas, F. C. Shepard, E. T. Hole, E. C. Milner, K. C. Ricks.

Buildings and Grounds—A. I. Newlin, J. W. Pancoast, E. G. Campbell, K. C. Ricks, E. T. Hole, E. H. F. Weis.

Credentials—N. E. Lasley, S. L. Haworth, H. A. Ljung, R. Binford, F. C. Shepard.

Library—K. C. Ricks, P. W. Furnas, R. Binford, M. L. Huth, D. L. Gilbert, W. O. Suiter, E. G. Campbell, R. Pope.

Personnel—E. G. Purdom, E. C. Milner, N. E. Lasley, F. C. Shepard, J. P. Anderson, H. A. Ljung, D. L. Gilbert, E. H. Anderson, A. D. Beittel.

Physical Education—F. C. Shepard, E. G. Purdom, J. W. Pancoast, A. I. Newlin, E. H. Anderson, J. P. Anderson, D. L. Gilbert.

Scholarships and Loans—E. G. Purdom, A. I. Newlin, E. T. Hole, H. A. Ljung, E. C. Milner.

Social—E. C. Milner, E. G. Campbell, H. A. Ljung, S. L. Haworth, W. O. Suiter, E. S. Postlethwaite, M. Kirch, E. H. F. Weis.

DEGREES 1934-1935

The following degrees were conferred on Commencement Day, June 3, 1935:

Bachelor of Arts

Virginia Irene Bivens	Mamie Rose McGinnis
Jesse G. Bowen, Jr.	Foy Mildred Marlette
Marjorie Faw	Alfred Layton Rayle
Ruth Love Fuquay	Felsie Kathleen Riddle
Bernard Graham Gilmer, Jr.	Cleo Catherine Stack
Ida Maye Higgins	Martha R. Taylor
Earl Kuykendall	Ernest Kennedy White
Helen Minthorn Lassiter	Martha Gray White
Berl A. Lewis	William Thomas Wimbish
Annie Vilena McGee	Mary Edith Woody

Bachelor of Science

Harry G. Brown	Orpha Mildred Newlin
Estella Gladys Bryan	George Conrad Parker
Walter Painter Copeland	Clyde Hartgrove Redding
Willie Lou McGee	Edward Shaen
Charles A. MacKenzie	Frances Virginia Wiley

The following degrees were conferred August 10, 1935:

J. Blaine Gouger, Jr., A.B.	Theodore E. Griffin, A.B.
Sarah Louise Ward, B.S.	

REGISTER OF STUDENTS

Senior Class

Ainsley, George Aubrey	R. F. D., Rural Hall, N. C.
Alexander, Frances Eleanore	17 Edward St., Bergenfield, N. J.
Allen, Gerald Lowell	Snow Camp, N. C.
Allen, Robert Stuart	Route 1, Snow Camp, N. C.
Binford, Anna Naomi	Guilford College, N. C.
Brendall, Billie Osborne	304 Florence St., Greensboro, N. C.
Bryant, Mary Carlton	Woodland, N. C.
Cannon, Julia Wharton	Guilford College, N. C.
Carroll, Charles Lemuel, Jr.	709 Percy St., Greensboro, N. C.
Cochran, Gertrude Coral	Box 155, Kernersville, N. C.
Conrad, Alice	R. F. D., East Bend, N. C.
Fulp, James Parker	Kernersville, N. C.
Hunter, Betty Erline	Westfield, N. C.
Jinnette, Allen Jay	Bessemer Branch, Greensboro, N. C.
Johnson, Dora Ailene	203 S. Main St., Asheboro, N. C.
Kent, Ernest Daryl	13 Marion Ave., South Glen Falls, N. Y.
Macon, Leonard Levi	Pleasant Garden, N. C.
Meibohm, Edgar Paul Hubert	422 N. Cedar St., Greensboro, N. C.
Neece, Virginia Dare	Pleasant Garden, N. C.
Price, William Penn	Price, N. C.
Schenck, Colum Kelly	Box 24, Guilford College, N. C.
Stilson, Helen M.	7 Euclid Ave., Providence, R. I.
Trivette, Herman Francis	Route 1, Clemmons, N. C.
Turner, Charles Pinkney	Route 1, Guilford College, N. C.

Junior Class

Anderson, Milton H., Jr.	275 Frances St., Teaneck, N. J.
Anderson, Robert Carey	1006 Guilford Ave., Greensboro, N. C.
Anderson, Wm. Crawford	498 Prince St., Athens, Ga.
Archer, Richard Hunter	1159 Battleground Ave., Greensboro, N. C.
Barnes, Margaret Louise	351 Asheboro St., Greensboro, N. C.
Baugham, Raymond Vance	Hotel Rueger, Richmond, Va.
Bendigo, Bruce Bressler	1400 Spring Garden St., Greensboro, N. C.
Blair, Chas. Edward	Trinity, N. C.
Blanton, Albert Batie	Route 5, Shelby, N. C.
Bonham, Anna Jean	21 W. Clinton Ave., Bergenfield, N. J.
Bowers, John Warren	Sanford, N. C.
Bowers, Paul James	Sanford, N. C.
Bradshaw, John Claudius, Jr.	210 Fourth Ave., Franklin, Va.
Buckner, Elma Mabel	Route 2, Pittsboro, N. C.
Budd, Cecil	Mt. Vernon Springs, N. C.

Bulla, Elizabeth Redding	204 Academy St., Asheboro, N. C.
Collier, Wm. Garvin, Jr.	1525 Battleground Ave., Greensboro, N. C.
Coltrane, Mary Alma	Brevard, N. C.
Coltrane, Vernon Eugene	Route 1, Greensboro, N. C.
Davis, Henry Winston	610 Courtland St., Greensboro, N. C.
Davis, Walter Burke	209 Isabel St., Greensboro, N. C.
Donnell, Mina Alice	Climax, N. C.
Gibbons, Milo Vivian	64 Asbury Ave., Ocean Grove, N. J.
Green, Phillip Lambeth	907 Union St., Greensboro, N. C.
Grigg, William Edgar, Jr.	Lincolnton, N. C.
Hepler, Claude L.	Box 111, Ocean Park, Cal.
Higgins, David Rayborn	Guilford College, N. C.
Hill, Clarence Howell	Yadkinville, N. C.
Hill, J. Addison	Jamestown, N. C.
Hockett, Paul Branson	Route 1, Pleasant Garden, N. C.
Hollis, Allan Ray	64 Shober St., Greensboro, N. C.
Hollis, Naoma Estelle	64 Shober St., Greensboro, N. C.
Hollis, Virgilia Ruth	64 Shober St., Greensboro, N. C.
Kinsey, William Patton	Thomas and Orchard Sts., Riverton, N. J.
Kumagai, Naotada	Telamachi-Anekoji, Kyoto City, Japan
Kyle, L. A.	Galax, Va.
Levering, Emily Virginia	Guilford College, N. C.
Lovings, James W.	8 Bogart St., Greensboro, N. C.
McIver, Sara Frances	996 Spring Garden St., Greensboro, N. C.
McNairy, John V.	304 W. Fisher Ave., Greensboro, N. C.
Mabe, Irene Mally	Route 1, Mt. Airy, N. C.
Mickle, Walter Alvin, Jr.	Pfafftown, N. C.
Montgomery, Wm. Herbert	701 Fifth Ave., Greensboro, N. C.
Moorefield, Elizabeth	Rural Hall, N. C.
Nau, Henry Frederick Richard	210 Luther St., Greensboro, N. C.
New, Leslie Thomas, Jr.	29 Austin Ave., Asheville, N. C.
Newlin, Hannah Ruth Elizabeth	Route 2, Graham, N. C.
Newman, Fred Louis	525 Oaklawn Ave., Winston-Salem, N. C.
Nunnery, James R.	Roseboro, N. C.
Payne, Ruth Josephine	514 S. Aycock St., Greensboro, N. C.
Perkins, Rachel Sophronia	Route 1, Goldsboro, N. C.
Ragan, Herbert Tomlinson	Archdale, N. C.
Ragsdale, Emily	Jamestown, N. C.
Register, John Wright	226 Beamon St., Clinton, N. C.
Robertson, Clara Belle	Pine Hall, N. C.
Seabolt, Jasper Gibbs, Jr.	1010 Lexington Ave., Greensboro, N. C.
Sharpe, Jule Thomas	Box 65, Route 4, Greensboro, N. C.
Sink, Von Gerhardt	Route 1, Lexington, N. C.
Stack, Wilda Elizabeth	731 Waughtown St., Winston-Salem, N. C.
Stilson, Esther	7 Euclid Ave., Providence, R. I.
Surratt, Clewell Robert	Route 2, Greensboro, N. C.
Swaim, Fair Linville	Route 5, Winston-Salem, N. C.

Sykes, Marvin Edwin	615 Joyner St., Greensboro, N. C.
Van Auken, Robert D.	Bergenfield, N. J.
Vannoy, Annie Laura	Route 1, Purlear, N. C.
Vestal, Claude Kendrick	615 Guilford Ave., Greensboro, N. C.
Weber, Mary Kathryn	Reidsville, N. C.
Webster, Mary Elinor, C-2	Barclay Court Apts., 9 S. Pennsylvania Ave. Atlantic City, N. J.
Woodward, Dorothy	100 W. Broadway, Salem, N. J.

Sophomore Class

Adams, Hazel Ruth	Route 1, Randleman, N. C.
Anderson, John T.	932 Carr St., Greensboro, N. C.
Anderson, Ruth Carolyn	42 Jewett Ave., Tenaflly, N. J.
Beane, June Lambert	Moffitt, N. C.
Benbow, DeWitt Clinton	Asheboro St. Ext., Greensboro, N. C.
*Bennett, Franklin Parker	
Binford, Richard Titsworth	Guilford College, N. C.
Boring, Edwin Garrigues, Jr.	21 Bowdoin St., Cambridge, Mass.
Boyles, Norman Bennett	King, N. C.
Budd, Geraldine	Mt. Vernon Springs, N. C.
Bullock, James Reoder	Guilford College, N. C.
Caldwell, James Miller	1628 Park Drive., Charlotte, N. C.
Cantrell, Bruce Bernard	705 Percy St., Greensboro, N. C.
Capella, William T.	321 Pratt St., Hammonton, N. J.
Cornette, Jas. Clarke, Jr.	103 King St., Morganton, N. C.
Craven, Nancy Lou	Asheboro, N. C.
Cushmore, Gladys Marie	544 41st St., Union City, N. J.
Davis, Alton Elias	1012 Cedar St., Roanoke Rapids, N. C.
Ellis, Jane Coggin	Box 46, Star, N. C.
Farlow, Joseph Newton	811 Gregory St., Greensboro, N. C.
Faust, DeLacy	Liberty, N. C.
Fields, Margaret Cranford	Guilford College, N. C.
Fitzgerald, Annie Lee	Route 1, Linwood, N. C.
Fitzgerald, Jack	Linwood, N. C.
Fox, Clifford Erasmus	Mills Home, Thomasville, N. C.
Glisson, Millie B.	Box 182, Goldsboro, N. C.
Grayson, Stewart Maxwell	Route 1, Fairfax, Va.
Hassell, Lillian	Jamestown, N. C.
Herring, Judith Ray	Dudley, N. C.
Hines, William Meredith, Jr.	55 East 10th St., New York, N. Y.
Hinton, Alonzo Alfred	Box 110, Route 3, Greensboro, N. C.
Hodgin, John Ernest, Jr.	Guilford College, N. C.
Holt, Palmer Cleone	712 Silver Ave., Greensboro, N. C.

*Deceased.

Hutton, Jos. Wilbur	813 Spring Garden St., Greensboro, N. C.
Johnson Paul M., Jr.	609 Joyner St., Greensboro, N. C.
Jones, James Lister, Jr.	Guilford College, N. C.
Kelsey, Philip M.	80 Whitehall Rd., Amesbury, Mass.
Lee, Annie Louise	14 Arden Rd., Asheville, N. C.
Lucke, Betsy Dickens	Badin, N. C.
McCommons, Jos. Watson	1022 Jackson St., Roanoke Rapids, N. C.
Maclean, Geraldine Louise	191 Second Ave., West Haven, Conn.
Maloney, Earle Francis	121 Linden Ave., Collinswood, N. J.
Mathis, Wm. Sam	Cumby, Texas
Melville, Gladys Eugenia	North Wilkesboro, N. C.
Mendenhall, Chas. Millard	309 S. Tremont Dr., Greensboro, N. C.
Moore, Paul Lee	Route 1, Greensboro, N. C.
Mostrom, Margaret Gaetz	Pine Point, Wareham, Mass.
Murray, Howard Leroy	32 Vine St., Denim Sta., Greensboro, N. C.
Neave, Marguerite-Virginia	Route 1, Guilford College, N. C.
Neave, Walter Haviland	Route 1, Ivor, Va.
Nesmith, Virginia Lee	Box 157, Route 1, Guilford College, N. C.
New, Floyd Astor	29 Austin Ave., Asheville, N. C.
Overman, Frances Kathryn	Hinesville, Ga.
Overman, Thell Becton	Route 1, Goldsboro, N. C.
Overstreet, Nancy Boling	Perryville, Ky.
Parker, Charlotte White	401 Woodbrooke Court, High Point, N. C.
Parsons, James Samuel	614 W. Farris Ave., High Point, N. C.
Pearson, Dorothy Mae	110 N. Carolina St., Goldsboro, N. C.
Pegram, Pauline Kirkman	Box 168, Route 1, Guilford College, N. C.
Petrea, Alice Elizabeth	Route 1, Kannapolis, N. C.
Phillos, Melvin Murray	116 Cypress St., Greensboro, N. C.
Pleasants, George David	1711 Rolling Rd., Greensboro, N. C.
Potts, Helen Margaret	Yadkinville, N. C.
Pringle, Joseph Ross	Route 2, Greensboro, N. C.
Purdom, Amanda Frances	Mitchellsburg, Ky.
Ragsdale, Dorothy Louise	Madison, N. C.
Reynolds, Thomas Lee	Randleman, N. C.
Rohr, Beatrice Augusta	191 Hickory Ave., Tenafly, N. J.
Ryan, John Walker	Falls Church, Va.
Sadler, Wm. Matlock	Route 2, Burlington, N. C.
Sawyer, Keitt	Vanceboro, N. C.
Scott, Rodman Evans	16 South Troy Ave., Ventnor City, N. J.
Seifert, Allen Richard	2574 Baird Blvd., Camden, N. J.
Sharp, Harold L.	Route 2, Hamptonville, N. C.
Smalley, Madeleine W.	170 S. Clinton St., East Orange, N. J.
Smith, Doris	Route 1, Kernersville, N. C.
Smith, Sam C.	516 West Gaston St., Greensboro, N. C.
Spillman, Ralph Rowland	Guilford College, N. C.
Sprinkle, Virginia Augusta	Route 1, Tobaccoville, N. C.
Stephens, Sarah Lavina	Route 2, Liberty, N. C.

Stilson, Ruth	7 Euclid Ave., Providence, R. I.
Strunks, James A.	904 Douglas St., Greensboro, N. C.
Taylor, Albert Greene	Deep Run, N. C.
Tilson, Chas. Vincent, Jr.	N. Oak St., Lincolnton, N. C.
Trotter, Betty May	Liberty, N. C.
Vick, Giles Wesley, Jr.	Route 3, Box 499, Greensboro, N. C.
Weant, Rebecca Ellis	628 S. Fulton St., Salisbury, N. C.
Weston, Setzer	Guilford College, N. C.
Wetherald, Elizabeth Thomasine	Berwyn, Md.
White, Wayne Earl	Climax, N. C.
Wilson, Helen Elizabeth	Linwood, N. C.
Wilson, Lyndon Floyd	406 E. Farris Ave., High Point, N. C.
Woolley, Howard Raymond	234 Grandview Ave., Pitman, N. J.
Woolston, Clarence A.	25 Grant St., Mt. Holly, N. J.
Wright, Arthur L.	35 N. 33rd St., Camden, N. J.

Freshman Class

Adams, Paul Green	439 Walker Ave., Greensboro, N. C.
Allen, Grace Lee	Snow Camp, N. C.
Armfield, Roy Hanes, Jr.	415 S. Eugene St., Greensboro, N. C.
Ashcraft, Thomas Lewis	Route 1, Monroe, N. C.
Atkins, Chas. Robert, Jr.	620 Asheboro St., Greensboro, N. C.
Barden, James Floyd	Route 2, Goldsboro, N. C.
Barnes, Ruth Gertrude	Route 3, Goldsboro, N. C.
Beckham, Bertram Hope, Jr.	407 W. Washington St., Greensboro, N. C.
Beeson, Annie Marilla	Route 1, Kernersville, N. C.
Benbow, John Wesley Long	1015 Spring Garden St., Greensboro, N. C.
Benbow, Mary Elizabeth	Oak Ridge, N. C.
Bengel, Edna	274 West Clinton Ave., Bergenfield, N. J.
Bland, Doris Mae	Route 2, Vanceboro, N. C.
Blouch, Mary Priscilla	108 Oak Terrace, Merchantville, N. J.
Boles, Gilmer Clinton	Jonesville, N. C.
Boles, Troy Transou	Jonesville, N. C.
Bosher, Ralph George	703 Longview St., Greensboro, N. C.
Bowman, June Dorsey	405 N. Greene St., Morganton, N. C.
Brown, Ernest Clark	Guilford College, N. C.
Brown, Thomas Richard	Route 1, Sandy Ridge, N. C.
Bullock, Thomas Burns, Jr.	Guilford College, N. C.
Burgwyn, Wm. Hyslop Sumner, Jr.	Woodland, N. C.
Carson, Dorothy Irene	Germanton, N. C.
Chambers, Paul Brosius	743 Beechwood Rd., Upper Darby, Pa.
Chilton, Hulda Marie	Ararat, N. C.
Christensen, John Moore, Jr.	1017 N. 64th St., Philadelphia, Pa.
Cleaver, Emily Kathryn	Guilford College, N. C.
Coble, Mildred McMurray	Route 4, Greensboro, N. C.

Cockman, Bertha Venita	Ramseur, N. C.
Couch, Roger William, Jr.	813 Olive St., Greensboro, N. C.
Cox, David C.	610 Simpson St., Greensboro, N. C.
Cronister, Mary Alice	Box 303, Cambridge, Md.
Darden, Harry Lee	122 Bruce St., Greensboro, N. C.
Davis, Richard Edwards	610 Courtland St., Greensboro, N. C.
Dodds, Raymond Harris	8 E. Forest Ave., Bellevue, Pa.
Dodson, John A.	Sandy Ridge, N. C.
Dunkhorst, Isabel Amelia	602 Palisade Ave., Grantwood, N. J.
Dunnagan, Claude Vivian	Yadkinville, N. C.
Fiedeldey, Adelaide Elizabeth	Ridge Ave., Park Ridge, N. J.
Fisher, Karl Allen, Jr.	821 N. Elm St., Greensboro, N. C.
Fondren, Frank Burkett	1626 Friendly Rd., Greensboro, N. C.
Freeman, Wm. Lawrence	Box 340, Route 5, Greensboro, N. C.
Friddle, George Hobart	Route 2, Stokesdale, N. C.
Furman, R. Wm.	76 Grove Ave., Albany, N. Y.
Furnas, Martha Ruth	Route 2, Leesburg, Va.
Gilliam, William Tyree	Route 1, Kernersville, N. C.
Hall, Dwight Marsh	905 Douglas St., Greensboro, N. C.
Hendrix, John Clayborne	Pleasant Garden, N. C.
Higgins, Charles Burus	Route 1, Guilford College, N. C.
Hines, Charlie W., Jr.	1074 S. Hawthorne Dr., Winston-Salem, N. C.
Holland, Travis Garwood	Route 2, Tobaccoville, N. C.
Holloman, Eunice Elizabeth	Route 4, Mt. Olive, N. C.
Hollowell, John Edwards	512 Woodlawn Ave., Greensboro, N. C.
Hughes, Dorothy Lee	Madison, N. C.
Jacobs, Margaret Delores	554 N. Third St., Hammonton, N. J.
Jessup, Rufus Lafayette	Route 2, Mt. Airy, N. C.
Johnson, Wade Harris	1616 Spring Garden St., Greensboro, N. C.
Jones, Thomas McLendon	Guilford College, N. C.
Joyce, Bessie Brown	Sandy Ridge, N. C.
Joyner, Allen Taylor	Madison, N. C.
Ketchum, John Sherman	1502 Northfield St., Greensboro, N. C.
Lemons, Edward Bruce	Stoneville, N. C.
Leslie, Gloria Elizabeth	90 Morningside Drive, New York, N. Y.
Lindley, Edna Pearl	Snow Camp, N. C.
Lindsay, Louis Parker	910 N. Eugene St., Greensboro, N. C.
Locke, Elizabeth Kathryn	107 Silver Lake Rd., Brighton Heights, N. Y.
McAdams, James H.	103 E. Antietam St., Hagerstown, Md.
McBane, Mary	Route 2, Graham, N. C.
McLawhorn, Dorothy Whitford	Vanceboro, N. C.
Maness, Howard Fletcher	22 Vine St., Greensboro, N. C.
Matlock, Thomas Lee	Guilford College, N. C.
Meibohm, Alvin Wilbert	422 N. Cedar St., Greensboro, N. C.
Moore, James Floyd	41 Shober St., Greensboro, N. C.
Neal, Walter Hylton	Route 2, Pilot Mountain, N. C.
Neece, Anna Elizabeth	Pleasant Garden, N. C.

Niblock, Ellen Caldwell	431 S. Union St., Concord, N. C.
Olmsted, Margaret Ayer	21722 Englehardt Dr., St. Clair Shores, Mich.
Parker, Cora Worth	401 Woodbrooke Court, High Point, N. C.
Parker, John Leonard, Jr.	Coleraine, N. C.
Payne, Ralph Evans	514 S. Aycock St., Greensboro, N. C.
Perian, John	21 W. Adams St., Paulsboro, N. J.
Phillips, James Walter	415 Hillside Dr., Greensboro, N. C.
Poore, Myrtle Bolt	322 W. Russell St., High Point, N. C.
Pope, Edgar Sloan	Route 2, Clinton, N. C.
Pope, Sarah Emma	Route 2, Clinton, N. C.
Ritchie, Adam Greig	225 Wood St., Waterbury, Conn.
Robbins, Everlena C.	Bolivia, N. C.
Ross, Henry Alexander	206 Avery Ave., Morganton, N. C.
Schumann, Edward Charles	633 Walnut St., Camden, N. J.
Smith, Hase Hunter	Route, 4, Greensboro, N. C.
Smith, Hilda Elizabeth	406 Elm St., High Point, N. C.
Smith, Mabel Lea	Guilford College, N. C.
Smith, Wilbur Beals	904 Willowbrook Drive, Greensboro, N. C.
Snow, Virginia	12 Ober St., Beverly, Mass.
Stafford, David Benbow	307 N. Mendenhall St., Greensboro, N. C.
Stanley, John Sullivan	1520 Lovett St., Greensboro, N. C.
Stephenson, Edwin Pou	602 Vance St., Wilson, N. C.
Stewart, Thomas Eugene, Jr.	600 Fairmont St., Greensboro, N. C.
Taliaferro, Robert Ryland	838 Beechwood Rd., Upper Darby, Pa.
Teague, Wm. Goldston	Siler City, N. C.
Thayer, Robert Banks	109 McIver St., Greensboro, N. C.
Troeger, Helen Gertrude	184 St. Johns Place, Brooklyn, N. Y.
Turner, Pearl Elizabeth	Guilford College, N. C.
Turner, Roy Sims	604 Guilford Ave., Greensboro, N. C.
Vestal, Burl Richard	212 N. Broad St., Winston-Salem, N. C.
Vestal, Earl Wishon	212 N. Broad St., Winston-Salem, N. C.
Warner, Eugene Spurgeon	R.F.D., Guilford College, N. C.
Weyll, Charles Eldred, Jr.	4 Hewitt Road, Wyncote, Pa.
Wilson, George P., Jr.	1813 Rolling Rd., Greensboro, N. C.
Wilson, Lois Lowry	Route 2, Madison, N. C.
Wright, John Worth	614 Fifth Ave., Greensboro, N. C.
Young, Bobbie Frances	Route 6, Mt. Airy, N. C.
Zachary, Jonathan Delbert	Route 2, Graham, N. C.
Zimmerman, H. Stokes	615 Granville Drive, Winston-Salem, N. C.

Irregular Students

Acree, Ollie Clemson	222 Monroe St., Roanoke Rapids, N. C.
Baker, Maude Electra	Vance St., Reidsville, N. C.
Barrow, Sybil Grace	Box 66, Vanceboro, N. C.
Best, Tilda	Belltown, Tenn.

Boles, Roy Lester	Route 1, Jonesville, N. C.
Byrd, Wilson Pershing	Roanoke Rapids, N. C.
Carll, Eleanor	Gorham, Maine
Clayton, Wm. Franklin, Jr.	544 Ramsey St., Fayetteville, N. C.
Curtis, Ernest Harris	819 Douglas St., Greensboro, N. C.
Dorey, Frank David	356 Bloor St., E. Toronto, Canada
Douglas, Helen Gray	Box 406, Greensboro, N. C.
Eldridge, Robert Harold	Main St., Mt. Royal, N. J.
Evans, Clyde, Jr.	409 W. Walnut St., Goldsboro, N. C.
Fredericks, John Wm., Jr.	14 W. Queen St., Wilmington, N. C.
Freeble, Wm. Henderson	Route 1, Thomasville, N. C.
Harrell, George Casey	Route 3, Goldsboro, N. C.
Hettel, Joseph Norman, Jr.	304 N. 41st St., Camden, N. J.
Holden, Mitchell Eugene	17 Springdale St., Greensboro, N. C.
Hopkins, Ruth Eileen	123 Noble St., West Haven, Conn.
Huffman, N. Edward	Guilford College, N. C.
Jones, Lucille Cordelle	Bessemer, Greensboro, N. C.
La Rosa, Jeanette	433 Bellevue Ave., Hammononton, N. J.
Leonard, Charles Franklin	314 Tate St., Greensboro, N. C.
MacAllister, Gwenn	Eighth St., Cresskill, N. J.
McDonald, James Henry	Pleasant Garden, N. C.
McKibbin, Ruth Stuart	152 S. Street, Talladega, Ala.
McKinney, Freda Frances	Route 1, New Burlington, Ohio
McKnight, Tommy Eli	Route 2, Greensboro, N. C.
McNeely, Frank Hobbs	205 Westover Terrace, Greensboro, N. C.
McNeil, Allen Pemberton	319 Jefferson, Roanoke Rapids, N. C.
Newkirk, Howard Burgess, Jr.	18 Chestnut St., Salem, N. J.
Rasco, Clarence Levi	Route 2, Burlington, N. C.
Robinson, Douglas McRay	Vanceboro, N. C.
Ruble, Kathirene Mae	1619 Murdock Ave., Parkersburg, W. Va.
Simpson, Hazel Marie	Vanceboro, N. C.
Smith, Wm. Reed	Box 1362, Greensboro, N. C.
Suttles, Lee Foy	3 1/2 Bogart St., Greensboro, N. C.
Sykes, J. Gordon H.	615 Joyner St., Greensboro, N. C.
Tonge, Stafford	449 Market St., Belvidere, N. J.
Vaughn, Mabel Elizabeth	Route 1, Stokesdale, N. C.
Watson, Ruby Frances	1004 Asheboro St., Greensboro, N. C.
Wood, Edgar Donald	Guilford College, N. C.

Special Students

Huffman, Flora	Guilford College, N. C.
Matlock, Ora Cornelia	Guilford College, N. C.
Powell, Mrs. Melissa P.	Route 2, Clinton, N. C.

SUMMER SCHOOL ONLY

1935

Abernethy, Theodore Franklin.....	404 West 6th St., Gastonia, N. C.
Benbow, Edward Perry, Jr.....	Asheboro St. Ext., Greensboro, N. C.
Bundy, James B.	Fayetteville, N. C.
Cox, Rupert L.	119 N. Martin St., Elizabeth City, N. C.
Fulk, George Allen	Route, Pilot Mountain, N. C.
Gouger, J. Blaine	Box 222, Blainstown, N. J.
Griffin, Theodore Erwin.....	Snow Camp, N. C.
Hassell, John James, Jr.....	Roper, N. C.
Hollifield, Elbert Theo	Little Switzerland, N. C.
Johnson, John D., Jr.....	567 N. Person St., Raleigh, N. C.
Nading, Henry A.	651 Summit St., Winston-Salem, N. C.
Nau, Walter Theodore.....	210 Luther St., Greensboro, N. C.
Neave, William Rufus	Ivor, Va.
Reighard, Lynn E., Jr.	Swannanoa, N. C.
Thomas, Everett David.....	133 West Poplar St., Mt. Airy, N. C.
Thomson, Stuart McGuire	Lake Waccamaw, N. C.
Wagoner, Blanche.....	Brown Summit, N. C.
Ward, Sarah Louise.....	117 West Queen St., Edenton, N. C.

SUMMER SCHOOL 1935

At the eighteenth session of the summer school, June 4-August 5, the following objectives were emphasized:

1. To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.
2. To give to teachers courses that lead to certification.
3. To encourage leisure reading for and preparation of the cultural resource courses.
4. To give special training to those students interested in personnel work and vocational guidance.

The faculty was composed of President Clyde A. Milner, director and professor of philosophy and psychology; Eva G. Campbell, biology and physical education for women; Harvey A. Ljung, chemistry; Philip W. Furnas, English; A. I. Newlin, history; J. Wilmer Pancoast, mathematics; Ernestine C. Milner, psychology, philosophy, and education; Mari Luise Huth, French and German.

Prof. F. Carlyle Shepard will be the director of the nineteenth session of summer school, June 2-August 3, 1936. A bulletin outlining the course of study is available.

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SUPPLEMENT TO GUILFORD COLLEGE BULLETIN

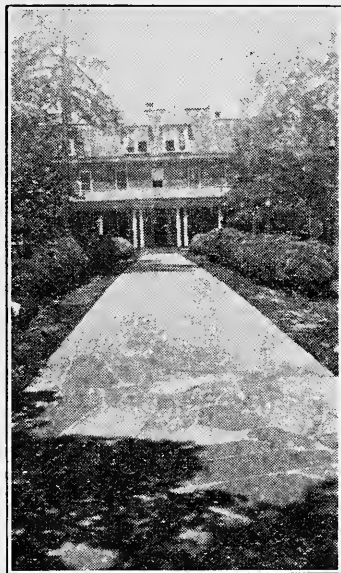
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Entered		Entered		Entered	
Kellerman, Mrs. G. R.	42	Onis, Mr. H. H.	6	Swanson, Paul R.	24
Kella, George	24	Ortega, Chappell	76	Swan, Chas. K.	62
Kohler, Mary E.	24	Pamper, Franz W.	76	Sydnor, Mrs. Clara	24
Korke, Alvin S.	28	Pannell, John D.	24	Tam, C. Harding	24
Korke, Mary O.	29	Parker, Susan Lee	29	Tearner, Ralphs C.	24
Kamber, Albert R.	24	Parks, Kerstin E.	24	Thompson, Susan E.	24
Kander, Ralph	24	Partridge, Lucille	29	Thomas, Jewel	29
Kandath, L. C.	28	Paul, Hoyt Jerome	49	Thompson, Blake	49
Kane, Rella A.	46	Paxton, Alexander L.	24	Thompson, Conelia	24
Kassiter, Carl	46	Payne, Anna S.	26	Thompson, Ella W.	49
Kassiter, Clive L.	25	Peacock, Carrie L.	24	Thompson, V. Oscar	25
Kassiter, Rold G.	49	Peck, Mr.	29	Thompson, Mrs. Wm. M.	22
Kaughan, Bessie	29	Peck, Mary Souder	29	Thompson, Mrs. Stevens	22
Kaughan, Bertha M.	44	Penny, James C.	29	Thornburg, Carson	22
Kawler, Mrs. Fred (Name)	24	Perrins, Samuel O.	28	Thornon, Mrs. Chas.	24
Kie, Sue Lindberg	24	Phillips, Clifford	44	Thorne, E. Wheeler	26
Kilson, Gylmon E.	24	Pickler, F. Nelson	29	Tomlinson, May G.	29
Kirk, Mrs. H. H.	24	Pineback, Aubrey	24	Tomlinson, Edman	48
Kluse, Spunkler	24	Platt, Mr. Enrico	24	Toyoshima, Y.	24
Kock, Joseph Van	28	Platt, Giovanni Henry	24	Vanbentzen, J.	24
Kontz, William	28	Price, Thos. A. Jr.	24	Tremann, Lardoy E.	24
Korke, Dora	29	Pugh, Myrtle	24	Trox, Arthur L.	24
Korke, James A. G.	29	Quay, R. Curtis	24	Troxer, Jennie E.	24
Korke, Ethel	44	Quackenbush, Mary A.	29	Tuttle, Andrew David	26
Korke, Wm. G.	29	Rakley, J. To	24	Tyler, Andrew V. D.	42
Korke, Cato M.	28	Rams, J. Stevenson	24	Vaughn, Thos. L. Jr.	29
Korke, Mrs. Carl	24	Rawls, Robinson	29	Vogel, LaTan	48
Korke, O. S. S.	46	Raymond, Mrs. Julia	24	Vogel, Oth. Social	24
Korke, William Taylor	24	Reid, M. Clark	24	Walker, Bailey	28
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Korke, Chas. H.	24	Reynolds, Herbert C.	29	Ward, Claude M.	44
McAdoo, John B.	29	Richardson, Melba	24	Ward, Hallett S.	24
McAdoo, William D.	29	Richardson, Ralph D.	26	Washington, Mattie D.	24
McBane, Joseph N.	24	Ridge, Geo. Finch	24	Watkins, Wm. H. Jr.	24
McBane, Vera Joy	46	Ridgman, Thos.	24	Watson, Alvin B.	28
McBane, Annie L.	24	Robert, Tyre	28	Watson, Frank A.	22
McCauley, Rufus W.	24	Rockwell, Mrs.	24	Watson, Fred	28
McCauley, Alma M.	24	Rodriguez, A. Modesta	29	Watson, Kathryn L.	24
McLain, D. N.	28	Rodriguez, Jane S. A.	24	Watson, Thos. A.	24
Mark, Mr. Wade	24	Rogers, Frances M.	28	Webb, Calvin H.	49
Mark, Mrs. H. N.	24	Routh, Marion K.	24	Webster, W. McNamee	24
Malo, Manuel O.	29	Rutledge, Mrs.	24	Wen, Chas. S.	24
Martin, Victor A.	24	S. (Anna Mae Foyler)	24	Wescott, John A.	42
Mason, Milton P.	29	Sasser, Robt. L.	28	Wern, John W.	24
Mathews, J. Thos.	28	Satterfield, A. Tex	24	Wich, Emma	24
Mason, Wm. G.	24	Sawyer, Henry, Jr.	28	West, Noel E.	24
Mendenhall, Bessie B.	22	Schick, Mrs. M. C. L.	29	Wicks, Ruth Belle	24
Mendenhall, Mrs. E. C.	24	Schick, Cathol. M.	29	Wharton, John H. R.	24
Mee, L. White	24	Sharp, Mrs. Don	24	Whitaker, Lyman B.	24
Mendenhall, Mary E.	44	Shaw, Mrs. Frank	28	Whitaker, Wm.	28
Mendenhall, Paul A.	44	Shaw, Chas. G.	24	White, Mrs. J. T.	24
Mills, Effie	29	Shaw, William A.	24	White, Chas. Blanchard	22
Mohr, Ralph D.	44	Shaw, James W.	24	White, Percy B.	22
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Moore, Mabel Clara	49	Smith, Henry W.	24	Whitney, Jean S.	48
Moore, Benjamin	24	Smith, James	24	Wilkinson, Archie	24
Morrow, Jennie	29	Smith, Louis Van	24	Wilkinson, George	29
Murphy, Joseph R.	24	Smith, Martha A.	24	Williams, J. Earle	44
Murphy, Wm. H.	24	Spencer, Edith L.	24	Williams, John T.	24
Murphy, Naomi K.	24	Sperry, G. Frank H.	24	Williams, Lillie	46
Nash, Edson	24	Stadford, Raymond L.	46	Wilson, J. H.	24
Nash, John Mrs.	24	Steiner, Mrs. W. B.	24	Wilson, Richard	24
Nesbitt, Ernest B.	44	Stearns, Lucie Purdie	24	Winstow, Randolph P.	29
Nesbitt, Annie J.	24	Stevens, Effie G.	24	Winnette, Lemuel	22
Nichols, Paul	49	Stewart, Nellie	24	Woodard, Joseph P.	24
Nichols, Henry E.	44	Stewart, Robt. M.	44	Woodward, J. Marion	24
Noble, Mrs. R. M.	24	Stone, Verna	46	Wreck, Vaughn	24
Noble, Margaret E. Blum	24	Strickland, Elmer L.	44	York, Lillian Gray	24
Norman, Harry Lee	29	Sullivan, Edith L. A.	44	Young, Thos. G.	29
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The Guilford College Bulletin



Alumni Number



APPROACH TO FOUNDERS' HALL

*" . . . where the new blends with the
old in perfect harmony."*

Guilford College Alumni Association

May 16, 1936.

Dear Fellow Guilfordians:

It is with faith, hope, and confidence that all of us look forward to celebrating Guilford's 100th birthday, May 21-24, 1937.

When the Centennial Program was outlined in 1930 to be completed in seven years many said or thought that it could not be done. We should be tremendously encouraged to review the events of the past six years and find that a large part of the program actually has been achieved.

The Alumni Association, which is now financed by appropriation from the Annual Giving Fund, has prospered and grown in number and spirit under the new set up and is now organizing to throw its whole united strength behind the annual drive for the Living Endowment. You will be called on to help in this most worthy and necessary undertaking. We know you will respond enthusiastically.

We all have every reason to be thankful and optimistic as we gather May 30 for Alumni Day and Commencement. Our student enrollment has reached an all-time high mark. Our faculty has been so strengthened during the past eighteen months that the larger and richer institutions in this State actually are becoming envious—and well they should. Our enthusiasm must be so genuine and real that inevitably it will be caught by well qualified students and prospective donors.

Yours sincerely,

BYRON HAWORTH, *President*,

Guilford College Alumni Association.

ALUMNI DAY PROGRAM

SATURDAY, MAY 30, 1936

1:00 P. M.—Luncheon for members of the Alumni Council and class representatives.

1:45 P. M.—Meeting of the Alumni Council.

3:00-5:00 P. M.—Registration of Alumni.
Founders' Hall.

4:00-5:00 P. M.—Informal tea in honor of Senior Class and the classes of '32, '33, '34 and '35.

5:00 P. M.—Class reunion meetings.

6:15 P. M.—Alumni Dinner.
Founders' Hall.

Plate 60c. Sale of tickets will close at 5:00 p. m.

8:15 P. M.—Concert. "Elijah" rendered by the A Capella Choir and guest artists. Admission 35c. *Memorial Hall*



OLDEST LIVING ALUMNUS
David Farlow, '58

COMMENCEMENT

SUNDAY

11:00 A. M. — Baccalaureate Sermon Dr. John Mackay
Executive Secretary,
Presbyterian Board
of Foreign Missions

6:45 P. M.—Address Before Y. M. and Y. W. C. A.

MONDAY

10:00 A. M.—Commencement Exercises and Conferring of Degrees

Commencement Address

Dr. Hornell Hart
Professor of Sociology,
Hartford Theological Seminary



YOUNGEST ALUMNA
Virginia Neece, '36

May 15, 1936.

Dear Guilfordian:

You have all heard of our second Annual Giving Fund Campaign for the month of May.

We hope you realize how deeply we appreciate your fine expression of coöperation and loyalty. As far as we know, we are the second educational institution to undertake to build a Living Endowment. By this plan, the income each year (your annual contribution) represents the college's investment in your life.

Instead of asking our former students and alumni (now numbering over five thousand) to make pledges for stated sums to be given to the college to be invested in real estate and bonds, we are asking each of you to include Guilford College in your budget each and every year for a contribution within your means. We are hoping to establish this annual giving at a minimum of \$10,000 a year by the centennial. This would represent a Living Endowment of over \$200,000 but would involve the average of a relatively low annual contribution of every Guilfordian. This annual income is to be used for the promotion and the development of Guilford College.

Your becoming a member of the Living Endowment is your contribution to the success of the centennial.

Your many friends at Guilford join me in sending you our very kind regards and best wishes.

Sincerely yours,

Clyde A. Milner

President.



NEW HOME OF DR. VIRGINIA RAGSDALE, '92, LOCATED
IN THE GROVE WHERE THE OLD HOBBS HOME STOOD

CLASSES OF '26 THRU '35—ATTENTION!

Reminiscent of the keen spirited rivalry and deep class pride of their undergraduate days, the classes of '26, '27, '28, '29, '30, '31, '32, '33, '34 and '35 are engaged in a contest to determine which has the finest class spirit.

This contest centers around The Annual Giving Fund. Each class, through its representatives, has accepted the challenge that it will have a greater percentage of its class contributing than any of the other classes between '26 and '35. This contest is an "invitation affair" and other classes are not eligible to compete for the "trophy" which will be awarded to the winning class at the Alumni Dinner on May 30th. The amount of the contribution is not to be taken into consideration; it is only the percentage of the total class enrollment contributing.

REMEMBER: Classes competing: '26, '27, '28, '29, '30, '31, '32, '33, '34, '35.

Time Limit: Contributions received prior to 8:00 a. m., May 30th, will be included in the contest. This is necessary in order to award the trophy at the Alumni Dinner.

NOTE: You may mail your contribution to your class representative or direct to President Milner. Be sure to give your class numerals so that YOUR class will be given proper credit.



ONE OF THE NEW FACULTY HOMES

CLASS REUNIONS

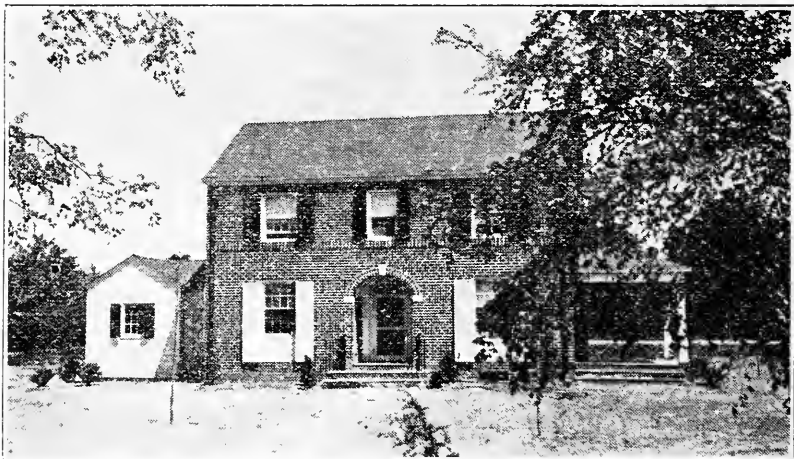
'32—sponsored by Miss Bera Brown, 203 Green St., High Point.

'33—sponsored by David Parsons, 614 W. Farris Ave., High Point.

'34—sponsored by Miss Clara Belle Welch, 151 Church St., Mt. Airy; J. Elwood Cox, High Point; and Carson Cox, Chapel Hill.

'35—sponsored by George Parker, Murfreesboro; and Miss Cleo Stack, 731 Waughtown, Winston-Salem.

Write Miss Katharine C. Ricks, Alumni Secretary, and make your reservations.



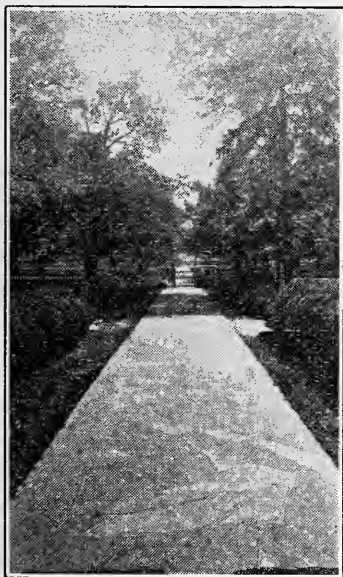
ANOTHER NEW FACULTY HOME

THIRTY-FIFTH ALUMNI CHAPTER ORGANIZED

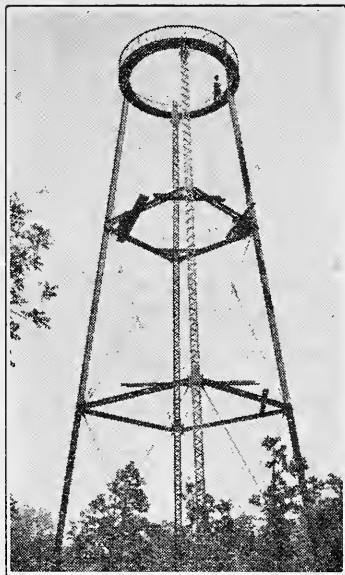
On April 8th, 1936, at an enthusiastic gathering of forty-eight Guilfordians in Burlington, the Alamance Chapter of the Guilford College Alumni Association was organized. The arrangements for the meeting were made by W. L. Rudd, '22, Mrs. Carl Huffman, '21, and Miss Felsie Riddle, '35.

John Reynolds, '25, acted as toastmaster for the occasion. The visiting speakers included Byron Haworth, '28, President of the General Alumni Association; Clyde A. Milner, President of the College; Mrs. Ernestine Milner, Dean of Women; and Professor A. I. Newlin.

The following officers were elected:
President—Dr. Hobart W. Patterson, '19
Vice-President—John O. Reynolds, '25
Secretary-Treasurer—Felsie Riddle, '35



WHERE THE GRADUATION
PROCESSION FORMS



NEW TOWER FOR CITY WATER
SUPPLY—TO BE IN OPERATION
SOON

ALUMNI COUNCIL MEETING

The Alumni Council, composed of one representative from each local Alumni Chapter, will meet with representatives from all of the classes on Saturday, May 30th, 1936, for luncheon in the dining hall at Founders' Hall at 1:00 p. m.

Immediately following lunch there will be a meeting of this group to complete the details of the work to be done by the Alumni Association for Guilford's 100th year—culminating in the Centennial Celebration in May, 1937.

Make your reservations early by writing

MISS KATHARINE C. RICKS
Guilford College

May 5, 1936.

Dear Guilfordians:

Work continues on the Alumni Directory and will continue through the summer. We are planning to have it ready for publication by January 31, 1937. In order to do this we will need the co-operation of all persons whose names are to be included in the Directory.

I wish to thank the eleven hundred former students and graduates who filled in and returned the alumni data cards which were sent out several months ago. To the approximately five thousand who have not yet sent in this information another opportunity is offered to get it in immediately.

If you have not already done so, please fill out the data card printed below and mail it in with your ballot. This is the last call which will be sent out.

Hoping to see you on the campus on May 30th, I am

Most sincerely yours,

ERA LASLEY, *Registrar.*

GUILFORD COLLEGE ALUMNI DATA CARD

(Please fill in and return immediately)

Your name
in full _____ Class _____

Residence address _____

City _____ State _____

Business address _____

City _____ State _____

Present occupation _____

Additional education since leaving Guilford College _____

Degrees _____ Date _____ Conferred by _____

To whom married _____ Date _____

GUILFORD COLLEGE ALUMNI ASSOCIATION BALLOT FOR 1936-37

For President:

- ☐ William W. Blair, '24
- ☐ Richard J. M. Hobbs, '09

For Vice-President:

- ☐ Mabel Edgerton Barden, '15
- ☐ Georgiana M. Bird, '19

For Executive Committee:

(Vote for two)

- ☐ T. Fletcher Bulla, '11
- ☐ Roger C. Kiser, '19
- ☐ Caroline Yates Lindley, '16
- ☐ Virginia Ragsdale, '92

For Trustee of Life Membership Fund:

- ☐ Ada M. Fields, '98
- ☐ David J. White, '20

All graduates and old students of the college who are Life Members of the Alumni Association or who have contributed to the Annual Giving Fund are entitled to vote.

Mail ballot to: Secretary of the Alumni Association,
Guilford College, N. C.

GUILFORD COLLEGE BULLETIN

ALUMNI NUMBER

Contents

ALUMNI OFFICERS FOR THE CENTENNIAL YEAR

CLASSES AND ALUMNI CLUBS
ORGANIZE FOR CENTENNIAL CELEBRATION

'35 WINS CLASS SPIRIT CONTEST

"A LIVING ENDOWMENT"
An Editorial from the Twin City Sentinel

THE LIVING ENDOWMENT
Report of the Second Annual Giving

PUBLISHED MONTHLY BY GUILFORD COLLEGE

Entered at Guilford College, N. C., as second-class matter under the
act of Congress, August 24, 1912



WILLIAM W. BLAIR

OFFICERS OF THE ALUMNI ASSOCIATION

President: William W. Blair, '24
Vice President: Mrs. James F. Barden, '15
Secretary: Katharine C. Ricks, '04
Assistant Secretary: Annie B. Benbow, '11
Treasurer: A. Scott Parker, Jr., '29
Registrar: Era Lasley, '13

Executive Committee:

David J. White, '20
A. I. Newlin, '21
Paul Edgerton, '13
Roger C. Kiser, '19
Dr. Virginia Ragsdale, '92
W. W. Blair, '24

Important Dates

HOMECOMING DAY — NOVEMBER 7, 1936.

CHARTER DAY — JANUARY 13, 1937.

THE LIVING ENDOWMENT. THE THIRD ANNUAL
GIVING — MARCH 15-MAY 1, 1937.

MAY 22-24, 1937 — THE CENTENNIAL CELEBRATION.

Classes and Alumni Clubs Begin Active Work for Centennial Year

Representatives from all classes were asked to meet in Founders' to have lunch on Alumni Day, Saturday, May 30th. Sponsors for thirty-one classes and five clubs were present. Immediately following lunch, the meeting was called to order by President Byron Haworth, '28.

President Milner explained the principle of a Living Endowment and how it can be applied at Guilford College. Paul Nunn, '14, of Winston-Salem, read an excellent editorial on this subject which appeared in the Twin City Sentinel on May 26th. He further expressed his own conviction that the Living Endowment could and should be made effective during Guilford's one hundredth year, 1936-37.

John Gurney Frazier, '24, of Charlotte, gave a challenging report of his every member campaign for the Annual Giving Fund this year, stating that every person whom he had visited had made some contribution gladly—an enviable record for any class or club representative.

During the meeting Katharine Ricks, '04, suggested that representatives write a letter to their classmates, giving them any news or items of interest or impressions of Guilford as they know it today. It is the wish of President Milner and the Executive Committee of the Alumni Association that these representatives be active members on the Centennial Committee.

The next meeting of this group is scheduled to be held on Homecoming Day, Saturday, November 7th, 1936.

Representatives from the following classes and clubs were present: '91, Joseph Peele; '92, Dr. Virginia Ragsdale; '94, Rev. Walter Grabs; '95, Mrs. E. R. Michaux; '96, Mrs. W. J. Jones; '97, T. Gilbert Pearson; '02, Clara I. Cox; '03, Ida E. Millis; '04, Katharine C. Ricks; '05, Mrs. David Stafford; '07, A. Wilson Hobbs; '09, A. A. Dixon and Robert Doak; '11, Annie Benbow; '12, John B. Woosley; '13, Mrs. J. Russell Wood and Paul Edgerton; '14, Paul Nunn; '16, Charles Lambeth; '17, Mrs. John B. Woosley; '19, Georgiana Bird; '21, Clara Farlow and A. I. Newlin; '22, J. Hugh White; '23, Helen Bostick; '24, Mrs. Edgar Murrow; '25, John O. Reynolds; '28, Byron Haworth; '30, Hale Newlin; '31, Ernest Scarborough; '32, Bera Brown; '33, David Parsons; '34, Clara Belle Welch, Elwood Cox and Samray Smith; '35, Cleo Stack; Charlotte Club, John Gurney Frazier; Winston-Salem Club, Paul Nunn; Mt. Airy Club, Glenn Robertson; High Point Club, David Parsons; Troy Club, Vivian White, and Alamance County Club, Mrs. Carl Huffman and Felsie Riddle.

"Baby" Class Wins Class Spirit Contest '28 Close Second

When the final report on the Second Annual Giving Fund was made on June 15th, 1936, it showed that the "baby" class of '35 had nosed out the challenging class of '28 by the small margin of seventy-one thousandths of a point. While '28 lost the contest on a percentage basis, it had the consolation of having had the greatest number of individual contributors to The Living Endowment of any other class. Third place went to the class of '26 with a percentage of 27.3%.

The awarding of the trophy to the winning class will be made on Homecoming Day, Saturday, November 7th, 1936.

The comparative standing of the competing classes was as follows:

1935	.....30.303%	1927	.....20.80 %
1928	.....30.232%	1933	.....20.45 %
1926	.....27.30 %	1934	.....14.30 %
1931	.....25.58 %	1930	.....11.70 %
1932	.....24.00 %	1929	.....11.60 %

Commencement Exercises Impressive

The sentiment of those present at the commencement exercises seemed to be well expressed in the words of T. Gilbert Pearson, '97, who writes: "I had a very happy time at Guilford College. It is very beautiful and the commencement exercises were most impressive. I came away proud of the old college and with a heart filled with good will for all those who are responsible for its well being."

SUPPLEMENT TO GUILFORD COLLEGE BULLETIN

LOST GUILFORDIANS

The response to the request for addresses of Alumni and former students as listed in the supplement to the May, 1936, issue of the Bulletin has been very gratifying. Over twenty-five per cent of those "Lost Guilfordians" have been located and contacted.

Below is a list of names of former students of New Garden Boarding School for whom we have no recent addresses. The Alumni Association will be very grateful for information concerning persons on this list. The information needed is: Address, if living (if not living, date of death); present occupation; to whom married, and date of marriage.

Please send the information to

ERA LASLEY, Registrar,
Guilford College, N. C.

Entered	Entered	Entered
Adams, Martha '54	Branson, Daniel '55	Clement, Mrs. '83 (Lola Coffin)
Adams, Mary '66	Branson, John '60	Clodfelter, Dougan '57
Adams, Nezhiah D. '54	Branson, John C. '55	Clodfelter, R. C. '64
Albertson, John '66	Bray, Thomas B. '83	Clodfelter, William '66
Albright, John '62	Brim, Francis R. '58	Coates, Richard '87
Alexander, Joseph N. '62	Brim, Sarah '56	Coble, Duncan C. '58
Allen, Asenath '59	Britt, Gaston '62	Coble, George W. '58
Allen, Catherine '55	Britt, Gulielma '54	Coble, Julia A. '63
Allen, Elizabeth A. '59	Brooksbank, John W. '55	Coffin, James E. '87
Allen, Ira C. '59	Brower, Swannanoa '78	Coffin, Mary R. '71
Allen, James '62	Brown, Dempsey '71	Coltrane, Clarkson '61
Allen, Jane '55	Brown, Elizabeth '55	Collin, Charles '59
Allen, Malinda '55	Brown, George '71	Collier, William G. '71
Allen, Nathaniel M. '59	Brown, Henry C. '71	Collins, Charles '66
Allen, Sydney '59	Brown, Joseph J. '71	Connett, Addie '83
Allen, Virginia '71	Brown, J. Swift '63	Connett, Myrie '81
Applewhite, Mrs. '66	Brown, Mary A. '57	Connett, Orthy '81
(Ophelia Edgerton)	Brown, William J. '60	Cook, T. R. '80
Armfield, Alexander '57	Bulla, Andrew F. '56	Cooper, Cammie A. '75
Bailey, Emily '58	Bundy, William P. '54	Copeland, Benjamin '66
Barker, Alpheus E. '87	Bunkemeyer, J. A. '77	Copeland, Esther A. '58
Barker, Cyrus '62	Burns, Lillie '87	Copeland, Henry '58
Barker, Elizabeth '59	Butt, T. C. '83	Copeland, Henry '62
Barker, Ezra '60	Cain, James T. '72	Copeland, James V. '80
Barker, George '71	Caldwell, Thos. L. '72	Copeland, James W. '54
Barker, Mablon '56	Campbell, Joseph '57	Copeland, William '60
Barker, Mary '52	Campbell, Sarah '72	Corrells, Joseph D. '66
Barker, Sophronia '64	Campbell, Sarah '66	Coward, John '83
Barton, Delia '78	Campbell, Susan '73	Cox, Alice '66
Bates, Franklin '66	Cane, James '66	Cox, Alson '62
Bates, Hugh '67	Carter, Cyrus S. '75	Cox, Araminta '84
Beales, Mary A. '55	Carter, John M. '75	Cox, Artilla '61
Beales, Rachel '54	Carter, Jonathan B. '57	Cox, Barney '61
Beckerdite, Robert L. '87	Carter, Marcellus V. '75	Cox, Calvin '52
Beeman, Annie L. '87	Carter, Marius J. '71	Cox, Charles M. '83
Benbow, William C. '85	Carter, Robert N. '59	Cox, Elizabeth '55
Benjamin, Mrs. '84	Carter, Velna C. '71	Cox, Hettie F. '73
(Minnie B. Copeland)	Carter, William T. '59	Cox, Jesse J. '73
Bennet, William '62	Cartland, Alfred L. '84	Cox, John '66
Bentley, Robert M. '52	Cartland, Freddie '84	Cox, Joseph M. '71
Blackmer, S. S. '85	Case, Barney '66	Cox, Lucinda '55
Blanchard, Romulus S. '74	Case, Margaret '66	Cox, Maggie A. '75
Blount, Charles A. '84	Causey, Carson '64	Cox, Manly '79
Bolin, James F. '71	Causey, Nereus '66	Cox, Margaret '52
Boon, Henry M. '59	Caviness, Lavinia '59	Cox, Mary A. '84
Boroughs, Anna H. '81	Caviness, Mrs. '87	Cox, Owen D. '78
Bouldin, Mary J. '58	(Nora Cummings)	Cox, Sabina '57
Bowles, Mrs. J. A. '79	Chapel, Silas '66	Cox, Samila W. '80
(Mollie Boren)	Chappell, Isabella '83	Cox, Sarah E. '83
Bowling, James T. '73	Cheek, Nathaniel '63	Crosland, Chas. '86
Boyden, John L. '84	Cherry, Charles '66	Culler, Richard '57
Boykin, Sydney '60	Cherry, Copway C. '72	Curly, Mrs. '55
Bradshaw, Delia '77	Clark, Margaret '60	(Mary E. Hill)
Brande, Wm. E. '84		

Entered		Entered		Entered	
Dalton, Berta	.....'66	Gaddis, Thomas R.	.....'73	Hill, John A.	.....'75
Dalton, Harvey	.....'66	Garris, Gray C.	.....'52	Hill, Joseph B.	.....'58
Davidson, Susana	.....'57	Garris, Sarah	.....'60	Hill, Mary M.	.....'60
Davis, D. M.	.....'80	Gathing, P. Frank	.....'84	Hill, Mildred M.	.....'57
Davis, Ezekiel	.....'52	Gibson, Jordan F.	.....'55	Hill, Mrs. Nathan W. S.	'80
Davis, George W.	.....'58	Gilbreath, J. H. C.	.....'85	(Effie Ann Chilton)	
Davis, Hannah	.....'55	Gilbert, Mrs.	.....'66	Hinshaw, Addison	.....'66
Davis, Maggie	.....'76	(Harriet Harris)		Hinshaw, Arlena	.....'50
Davis, Martha C.	.....'77	Gluyas, John B.	.....'62	Hinshaw, Emily M.	.....'53
Davis, Nathan E.	.....'87	Gordon, Cynthia	.....'57	Hinshaw, Elizabeth	.....'66
Day, Julian	.....'87	Gordon, John H.	.....'58	Hinshaw, Hannah	.....'81
Dean, Mollie A.	.....'72	Graham, Sarah, Jr.	.....'57	Hinshaw, Isabella	.....'78
Deans, N. A.	.....'87	Grantham, Edward J.	.....'54	Hinshaw, J. Willard	.....'76
DeBerry, Charles	.....'75	Grantham, L. H.	.....'65	Hinshaw, Lobia	.....'66
Dees, John	.....'60	Grantham, Wm. T.	.....'60	Hinshaw, M. L.	.....'77
Dick, Edwin L.	.....'52	Greer, Amanda M.	.....'85	Hinshaw, Minnie D.	.....'78
Dick, Frederick N.	.....'57	Grobe, Eugene	.....'86	Hobbs, Mildred J.	.....'57
Dick, Leslie G.	.....'73	Grogan, Bethel H.	.....'59	Hobbs, Oliver P.	.....'58
Dickey, Elizabeth C.	.....'57	Grogan, Darius F.	.....'60	Hobson, Charles	.....'66
Dillard, Robert H.	.....'87	Grogan, John H.	.....'58	Hobson, Dinah K.	.....'57
Dix, George	.....'66	Grogan, Martha	.....'60	Hobson, Dorothy	.....'52
Dix, Leslie	.....'66	Gurley, Chas. C.	.....'58	Hobson, Jacob	.....'60
Dobson, Algiers	.....'78	Gurley, Wm. C.	.....'62	Hobson, John	.....'61
Donigan, Rachel	.....'85	Guthrie, John F.	.....'85	Hobson, Joseph J.	.....'58
Donnell, Encsley	.....'72	Guyer, James H.	.....'55	Hobson, Mary	.....'61
Donnell, George E.	.....'73	Hadley, Dr. Jacob M.	.....'55	Hobson, Mary Jane	.....'54
Donnell, James	.....'66	Hairston, John H.	.....'58	Hobson, Mary Jane	.....'51
Donnell, Samuel W.	.....'59	Hale, William	.....'86	Hobson, Sarah A.	.....'66
Dougan, Thomas H.	.....'57	Hale, William T.	.....'60	Hobson, Thomas M.	.....'57
Douglas, Arthur	.....'86	Hall, Edna	.....'66	Hodgin, Armilla	.....'57
Douglas, Fred	.....'86	Hall, Richard	.....'66	Hodgin, J. Frank	.....'81
Doulton, Bertie	.....'73	Hall, William T.	.....'66	Hodgin, James N.	.....'54
Doulton, George H.	.....'72	Ham, Robert	.....'66	Hodgin, R. A.	.....'81
Doulton, Harold J.	.....'72	Ham, William	.....'66	Hodgin, Ruth L.	.....'81
Dube, Henry	.....'73	Hamlin, Frank M.	.....'62	Hodson, John	.....'57
Dudley, Edward A.	.....'66	Hampton, John E.	.....'86	Mogan, James H.	.....'66
Dun, Barney	.....'61	Hanlin, Francis	.....'63	Holcum, Matt	.....'66
Dun, Delphina	.....'61	Hanner, Wm. R. B.	.....'61	Holcum, Rachel	.....'66
Dunbar, Fanny E.	.....'63	Harris, Elizabeth	.....'66	Holden, Elizabeth	.....'66
Edgerton, Apsilla	.....'61	Harris, Mrs. Frank	.....'82	Holden, Lizzie A.	.....'74
Edgerton, Caroline	.....'72	(Hattie E. Anderson)		Holden, Susan J.	.....'74
Edgerton, Carrie E.	.....'73	Harris, Rufus	.....'66	Holder, Orlando P.	.....'75
Edwards, Charles	.....'73	Harrison, Elizabeth	.....'66	Holland, Elizabeth	.....'52
Edwards, Elijah	.....'72	Harrison, Wm. H.	.....'72	Holland, Elizabeth	.....'54
Edwards, Eliza A.	.....'54	Harriss, Bartlett	.....'66	Holland, Exum	.....'54
Edwards, James F.	.....'60	Hart, William B.	.....'87	Holland, Francis E.	.....'72
Edwards, James M.	.....'60	Hartley, Jesse N.	.....'85	Holland, Mary A.	.....'66
Edwards, John T.	.....'66	Hartley, Joseph M.	.....'84	Holland, Mary E.	.....'66
Edwards, Louisa	.....'55	Hartsfield, Annie E.	.....'72	Holland, Patience	.....'54
Edwards, Martha E.	.....'54	Harvey, Alfred	.....'66	Holland, Ruel	.....'54
Edwards, William D.	.....'54	Harvey, Mary M.	.....'83	Holland, Silas	.....'62
Elliott, Mrs.	.....'61	Harvey, Marjory A.	.....'59	Holland, Stephen	.....'62
(Julia A. Taylor)		Harvey, Martha	.....'66	Holland, Woodard	.....'52
Elliott, Joseph C.	.....'54	Harvey, Mary	.....'59	Hollowell, Francis	.....'66
Elliott, Lizzie G.	.....'85	Hastings, Wm. S.	.....'71	Hollowell, Maggie A.	.....'83
Elliott, Mary A.	.....'60	Hatcher, Mrs. B. W.	.....'66	Holt, James N.	.....'55
Elliott, Mary J.	.....'57	(Mamie Harper)		Holt, Lynn B.	.....'57
Elliott, Sarah	.....'71	Hayes, Michael M.	.....'76	Holt, William	.....'59
Emanuel, Joseph F.	.....'86	Haywood, Mrs.	.....'66	Hoover, Wm. A.	.....'80
Endsley, Mollie A.	.....'85	(Elizabeth Heritage)		Hornaday, Ezekiel	.....'55
Erwin, Newton	.....'77	Hazell, Claudia A.	.....'54	Hoskins, John F.	.....'71
Farlow, Roe E.	.....'81	Hazell, G. Clem	.....'84	Huffman, A. O.	.....'87
Farlow, Margaret	.....'81	Hazell, J. T.	.....'66	Huffman, Daniel	.....'60
Farlowe, Samuel	.....'79	Hazell, Mary Jane	.....'54	Hughes, W. A.	.....'87
Faucette, Robert C.	.....'55	Hazell, Milton C. C.	.....'54	Hunt, George	.....'59
Ferguson, Nathan H.	.....'87	Hedrick, Adam	.....'58	Ingold, John	.....'77
Fitchett, David	.....'63	Henley, E. O.	.....'81	Irwin, George C.	.....'62
Flemming, John W.	.....'66	Henley, Thos. C.	.....'66	Irwin, Newton N.	.....'78
Fogleman, Emily	.....'58	Hensley, James E.	.....'87	Isley, George W.	.....'59
Foster, George B.	.....'87	Henson, Headen A.	.....'79	Isley, Jane	.....'59
Foulkes, Eddie	.....'72	Hiatt, Lyndon	.....'66	Isley, Mary A.	.....'58
Frank, John M.	.....'72	Hiatt, Madison J.	.....'73	Janney, Samuel	.....'87
Frank, Laura	.....'72	Hiatt, Martha	.....'55	Jerrell, Nancy E.	.....'54
Futrell, Cicero F.	.....'85	Hicks, Catherine S.	.....'57	Jessup, James H.	.....'83
Gadd, Herbert W.	.....'84	Hill, Benjamin T.	.....'60	Jessup, William	.....'81
		Hill, Daniel L.	.....'57	Jinnett, James	.....'62

Entered	Entered	Entered
Jinnett, William S. ....'62	Littler, Elias '49	Murphy, Charles E. ....'83
Johnson, Mrs. ....'55	Lloyd, Mrs. ....'71	Murphy, John H. ....'78
(Sarah A. Harris)	(Elzena Barker)	Murphy, Wm. J. ....'76
Johnson, Mrs. ....'55	Long, John H. ....'66	Murray, Ernest H. ....'80
(Louisa Moffitt)	Lowe, Mrs. Levi ....'77	Nading, Mrs. ....'52
Johnson, Adonas R. ....'73	(Louisa Lewis)	(Minerva Hayworth)
Johnson, Anna S. ....'50	Lowe, Mary A. ....'77	Nance, Minnie ....'72
Johnson, Burgess ....'59	Lewe, Sarah ....'63	Newlin, Achsah A. ....'58
Johnson, Howell ....'55	Lowe, Sophia ....'59	Newlin, Delphina J. ....'53
Johnson, J. Anderson ....'78	McCauley, Endora M. ....'77	Newlin, James ....'55
Johnson, John R. ....'85	McCauley, R. E. ....'84	Newlin, James G. ....'77
Johnson, Mary Jane ....'59	McConnell, Daniel W. ....'56	Newlin, John N. ....'51
Johnson, Thos. ....'59	McCracken, Jacob H. ....'85	Newlin, Martha A. ....'73
Johnson, W. S. ....'78	McCracken, Thos. A. ....'81	Newlin, Mary ....'78
Johnson, Wm. M. ....'79	McDaniel, Allen ....'50	Newlin, Oliver ....'86
Jones, Calvin T. ....'51	McDaniel, John H. ....'85	Newlin, Sarah D. ....'55
Jones, Eleanor ....'52	McDaniel, Mollie ....'80	Newlin, Thos. E. ....'85
Jones, Emeline ....'55	McKnight, David ....'63	Newlin, Wm. E. ....'56
Jones, Jackson ....'66	McKnight, Edward ....'63	Newlin, William E. ....'78
Jones, James H. ....'58	McKnight, Robert ....'59	Nixon, Adilaide ....'59
Jones, Lemuel P. ....'71	McNeeley, Elizabeth ....'58	Nixon, Delphina ....'62
Jones, Lewis ....'52	McRae, Duncan ....'51	Nixon, Ella ....'72
Jones, Mary Martitia ....'53	McRae, Henrietta ....'50	Nixon, George ....'72
Jones, Mary S. ....'66	McRae, Minerva ....'52	Nixon, George J. ....'81
Jones, Mattie L. ....'85	Mace, Ellen ....'60	Nixon, Jesse E. ....'81
Jones, Sarah E. ....'73	Mace, Susan ....'51	Nixon, Oriana ....'62
Jones, Susan ....'59	Mackie, Mary Ann ....'53	Nixon, Wm. P. ....'72
Jones, Susanna ....'55	Macon, Nathaniel ....'63	Nutt, Mrs. ....'54
Joyner, George W. ....'87	Macy, Cecil ....'84	(Elizabeth L. Haltom)
Joyner, Zilphia J. ....'71	Macy, John ....'59	Nutt, Virginia ....'60
Kemp, Martha ....'66	Macy, Lyndon ....'83	Oliver, Mary E. ....'79
Kennedy, Albert ....'79	Macy, Mary ....'50	Oliver, Winnie A. ....'73
Kennedy, George ....'66	Macy, Mary E. ....'62	Orrell, Adolphus L. ....'56
Kennedy, James Gurney ....'55	Macy, Maryetta ....'83	Osborne, Elizabeth ....'50
Kennedy, Matthew ....'49	Madkins, Mrs. ....'58	Osborn, Mary Ann ....'57
Kennedy, Micajah ....'66	(Susan F. Bouldin)	Osborne, Mary E. ....'81
Kennedy, Richard ....'53	Maris, Anna ....'50	Overman, Mary Ann ....'57
Kennedy, T. S. ....'80	Maris, Mary ....'55	Page, Mary C. ....'58
Kerner, Cornelius ....'59	Maris, Temple ....'63	Palmer, Frederic O. ....'56
Kerner, Wm. C. ....'58	Marley, Maggie M. ....'72	Palmer, John H. ....'55
Kernodle, John ....'59	Marriage, Beatrice ....'81	Cook, Mrs. ....'83
King, Mrs. ....'85	Marriage, Cecil ....'72	(Anna E. Parker)
(Nora Meredith)	Marsh, Mrs. ....'57	Parker, James H. ....'60
King, William ....'79	(Elizabeth S. Elder)	Parsons, Amy ....'53
Kirkman, Maggie J. ....'74	Martin, Asa J. ....'53	Patterson, Geo. W. ....'55
Kirkman, Mary ....'63	Martin, Augustus ....'61	Patterson, Mary H. ....'58
Kitchen, Arthur E. ....'83	Massey, Mrs. ....'55	Pearce, George M. ....'50
Kitchen, Walter C. ....'83	(Avis Coleman)	Pearce, Wm. E. ....'58
Koonce, Mrs. ....'66	Massey, Simeon ....'62	Pearson, Eldred ....'72
(Kate Heritage)	Mendenhall, Abram C. ....'78	Pearson, Elizabeth ....'60
Lancaster, Frandlin ....'49	Millikan, Calcom ....'60	Pearson, Ichabod ....'55
Lancaster, Jane ....'59	Millikan, H. F. ....'78	Pearson, John T. ....'55
Lancaster, Lamira ....'59	Millikan, John ....'53	Pearson, Louie ....'72
Lane, Araminta ....'58	Millikan, Mattie C. ....'77	Pearson, Luvenia E. ....'73
Lane, John R. ....'55	Millikan, T. C. ....'77	Pearson, Mary ....'63
Lane, Robert H. ....'66	Millikan, William P. ....'55	Pearson, Nathan H. ....'60
Lane, Sampson ....'66	Mitchell, Joseph S. ....'72	Pearson, Philip ....'72
Lane, Sarah ....'59	Mitchell, Robt. J. ....'76	Pearson, Sallie A. ....'59
Langunour, Sarah E. ....'64	Moffitt, D. L. ....'63	Pearson, Sarah A. ....'54
Mrs. Pope ....'83	Moffitt, Elizabeth ....'53	Peel, Wm. H. ....'59
(Emma Lanier)	Moffitt, Lydia E. ....'54	Peele, Mrs. ....'58
Lassiter, Christina ....'66	Moore, Mrs. ....'66	(Margaret Edna Cox)
Laughlin, John F. ....'80	(Catherine Holland)	Peele, James W. ....'55
Laughlin, Seth C. ....'86	Moore, Catherine ....'57	Pegg, Avery A. ....'84
Leak, William ....'60	Moore, John B. ....'55	Peirce, Mary E. ....'51
Leary, Ross L. ....'74	Moore, Joseph B. ....'56	Perkins, Albert B. ....'85
Leary, Thos. H. ....'74	Moore, Luzenia ....'58	Perkins, Albert D. ....'85
Lee, Annatie ....'66	Moore, Martha J. ....'58	Perkins, Burden ....'51
Lee, Edmond ....'66	Moore, Rebecca ....'50	Perkins, Elizabeth ....'49
Lee, Rachel ....'80	Moore, Sarah E. C. ....'58	Perkins, Lissa ....'85
Lees, Mrs. ....'51	Moore, Walter J. ....'57	Perkins, Mahlon D. ....'76
(Sarah A. Stuart)	Morgan, Elisha ....'50	Perkins, Mark ....'54
Leonard, Job ....'66	Morgan, Jeptha W. ....'55	Perkins, Mary E. ....'49
Leonard, Rachel ....'55	Morgan, Susannah ....'50	Perkins, Pharoah C. ....'76
Lindley, George F. ....'52	Mott, James ....'86	Perkins, P. G. ....'77
Lindley, Wm. D. ....'66	Murdock, Nancy ....'55	Perkins, Robt. U. ....'55

Entered	Entered	Entered
Perkins, Samuel '58	Shaw, Wm. F. '80	Johnson, Mrs. '83 (Ida F. Vail)
Perkins, Sarah J. S. '60	Shermer, J. L. '87	Vantassell, Josephine .. '50
Perkins, Wm. B. '51	Shoffner, Wm. L. '58	Vaughn, J. L. '61
Perkins, Wm. R. '53	Siler, Mrs. '77 (Elma Chamnes)	Vaughn, Katherine '50
Perry, Eljatha A. '53	Simpson, J. Ruffin '85	Vestal, Delphina E. '55
Perry, Madison '59	Simpson, Mary A. '59	Vestal, Hiram '53
Perry, Naomi '52	Smith, Alonzo Dwight .. '84	Vestal, Jeremiah '52
Philips, Ellen E. S. '74	Smith, Edna '85	Vestal, John '52
Pickett, David H. '53	Smith, Margaret F. '58	Vestal, Laura A. '52
Pickett, Geo. M. '78	Smith, M. Fannie '59	Vestal, Stephen '57
Pickett, Mary Ann '53	Smith, Rufus G. '77	Vestal, Tandy M. '56
Pickett, Simon '61	Smith, Seymour '86	Vestal, William '52
Piggott, Benoni '51	Sparrow, Rena '83	Vincent, W. A. '87
Piggott, David S. '52	Spencer, Mrs. '63 (Harriet English)	Vuncannon, Emily '72
Pike, Barney '61	Spencer, Cordelia D. '75	Walker, James M. '83
Pike, Mark '61	Spencer, Enos C. '86	Walker, Julia A. '75
Pike, Trecinda '58	Spencer, Lizzie E. '81	Wall, Martha J. '55
Pike, William '61	Spencer, Robert B. '78	Wallace, Julia A. '56
Pikeville, Mary E. '56	Spencer, Henry W. '63	Wallace, Mary C. '56
Pinnix, J. S. '86	Spoon, Samuel '56	Ward, Mary '56
Pittman, Fannie C. '74	Spoon, William G. '59	Webb, Martin G. '58
Pitts, Isaac H. '58	Spruill, James '71	Weeks, Robert '78
Pitts, Jesse M. '51	Spruill, John H. '56	Welborn, Joel R. '59
Pitts, Samuel C. '55	Spruill, John R. '59	Welch, Alpheus '53
Pitts, Sarah E. '52	Stafford, Geo. L. '80	Wheeler, Jasper N. '55
Pool, John P. '53	Stagg, J. Eddie '71	Wheeler, Julius '66
Pool, Mary '77	Stanley, Annual '66	Whitaker, Delphina '66
Pope, Allison '56	Stanley, Benjamin F. '55	White, Anderson '50
Portridge, Mrs. '77 (Carrie L. Waldrop)	Stanley, B. F. '77	White, Benjamin '50
Pough, Mrs. Jas. R. '83 (Anna Walker)	Stanley, J. M. '78	White, Ellen R. '76
Preston, James B. '71	Stanley, R. R. '80	White, Haywood A. '55
Preston, William '72	Stanton, Burton H. '56	White, Jethro '66
Pretton, Charles '63	Stanton, Eliza H. '73	White, John Elmer '87
Purdy, Satie '86	Stanton, Elizabeth '57	White, Martha J. '61
Ray, Henry, Jr. '87	Stanton, Wm. P. '56	White, Reuben '66
Ray, Sarah '87	Steed, John D. '86	White, Robeson T. '87
Rayle, Julia '55	Steele, Edwin D. '71	White, Sarah A. '59
Redding, Lucy '71	Stephenson, Eliza '53	White, Walter E. '84
Redding, Shade A. '71	Stephenson, Harriet '56	Whiteheart, Delphina .. '71
Reynolds, Geo. R. '71	Stephenson, Jane '56	Whitely, James '63
Reynolds, Mary '55	Stephenson, Jesse '66	Whitesell, John L. '75
Rice, Augustus '72	Stephenson, Melvina '53	Whitlock, Mary '62
Rice, Priscilla '72	Stephenson, Robt. '59	Wilkinson, John E. '84
Richardson, Emeline E. '58	Stephenson, Sebert '56	Wilkinson, Wm. T. '66
Richardson, Jos. S. '83	Stephenson, Wm. M. '53	Williams, Eva '87
Riddick, Mrs. '66 (Sarah Abigail White)	Stout, Melvina '59	Williams, James R. '56
Robbins, Alexander W. '76	Stout, Wm. '50	Williams, Luther F. '66
Roberts, Guion '66	Stuart, Alexander '56	Williamson, James N. '57
Robertson, Hugh E. '59	Stuart, Emily '77	Wilson, Catherine '52
Rochell, Charles W. '72	Stuart, Ivy '56	Wilson, Ellen '55
Rodman, John T., Jr. '54	Stuart, John H. '52	Wilson, Emily J. '58
Roney, Daniel M. '56	Sullivan, Robt. L. '51	Wilson, J. R. '56
Rowe, Henry A. '83	Swaim, Louie M. '75	Wilson, Julia '63
Ruffin, James F. '72	Swain, Wm. Milton '50	Wilson, Mary Ann '58
Rush, Delphina '85	Tapscott, Albert L. '87	Wilson, Wm. Francis '84
Rush, Fannie C. '86	Tatum, John G. '50	Winborn, David '56
Rush, Joseph M. '86	Tatum, Richard '50	Windsor, L. Lloyd '81
Russell, Andrew G. '56	Taylor, Julia C. '62	Winslow, Mrs. Caleb J. '59 (Sarah C. Cox)
Russell, Calvin '51	Teague, Samuel '56	Winslow, Emily '66
Russell, Clarkson '63	Thomas, Wm. M. '66	Winslow, Emily A. '72
Russell, George W. '55	Thompson, C. Monroe '76	Witty, John A. '66
Russell, James '66	Thompson, Lizzie '76	Woodard, Joel A. '66
Russell, John W. '59	Thornton, A. W. '59	Woody, Catherine E. '78
Russell, Joseph J. '56	Thornton, Bartlet '50	Woody, Daniel W. '58
Russell, Nancy E. '55	Thornton, Sarah Ann '55	Woody, Frank '87
Sallee, Sarah A. '58	Thornton, Shubal C. '56	Woody, Sarah J. '78
Sampson, Archie T. '80	Tomlin, Claud A. '86	Wooten, Thos. H. '66
Sapp, Birdie '86	Tomlinson, Jas. E. '77	Yates, Eleazer A. '56
Saunders, James '61	Treat, C. C. '83	Yelverton, Geo. J. '66
Sawyer, Jesse '71	Troy, Jane Laodosea '57	York, Elizabeth '63
Scott, Adam W. '50	Turner, John K. '74	York, Pleasant M. '58
Scott, George G. '83	Turrington, E. B. '66	Young, Elizabeth M. '58
Settle, Douglas '84	Tysor, Mrs. J. L. '66 (Lula Davis)	Sparrow, Rena '83

Permanent Officers Elected at Class Reunions

At the class reunions during the commencement season the following permanent class officers were elected:

CLASS OF 1932

President: Lottie Stafford Burt, Biscoe, N. C.
Secretary: Eleanor Grimsley Jamieson, 122 Tate St., Greensboro, N. C.
Vice President: Robert Wildman, 701 Carolina Life Building, Columbia, S. C.
History Committee: Edith Trivette, chairman, Clemmons, N. C., Rt. 1.
Also Bera Brown, Jean Cochran, Blanche Silver Tucker, Dorothy Bunn, Grace Beamon, Eleanor Jamieson.

CLASS OF 1933

Permanent officers elected, but no report submitted as yet.

CLASS OF 1934

President: Leroy Miller, Linwood, N. C.
Secretary: Nell Ellington, High Point, N. C.
Vice President: Carson Cox, Chapel Hill, N. C.
Class Representative: Samray Smith, Guilford College, N. C.
Executive Committee: J. H. Williams, Concord, N. C., chairman; J. E. Cox, High Point, N. C., and Clara Belle Welch, Mt. Airy, N. C.
History Committee: Eunice Otwell, Ahoskie, N. C., chairman; William Copeland, Woodland, N. C., and Samray Smith, Guilford College, N. C.

CLASS OF 1935

President: George Parker, Woodland, N. C.
Secretary: Cleo Stack, Winston-Salem, N. C.
Vice President: Mildred Marlette, R. No. 2, Graham, N. C.
Executive Committee: George C. Parker, chairman ex officio; Mamie Rose McGinnis and Martha Taylor.
History Committee: Felsie Riddle, Graham, N. C., chairman; Earl Kuykendall, Louisburg College, Louisburg, N. C.; Clyde Redding, Rural Hall, N. C.

CLASS OF 1936

President: James Fulp, Kernersville, N. C.
Secretary: Julia Cannon, Guilford College, N. C.
Vice President: Daryl Kent, 13 Marion Ave., South Glenn Falls, N. Y.
History Committee: Naomi Binford, Guilford College, N. C.; Mary Bryant, Woodland, N. C.
Gift Committee: Edgar Meibohm, 422 N. Cedar St., Greensboro, N. C.

A Living Endowment

Guilford College, one of the oldest schools in the state and one which has contributed substantially to the culture and enlightenment of North Carolina and the country as a whole, is employing a capital method of maintaining an endowment income. The idea is not original with Guilford College, but it is being made to get results there. Its sponsors at that school recommend it for general use for schools which find it difficult to keep their income up to par at all times.

The plan is simple — as simple as an insurance policy which allows the individual to set up an estate with the expenditure of a few dollars. In order to establish the equivalent of an endowment of \$1,000, the school simply gets the promise of a given number of people to “whack up” the interest on \$1,000 among them and pay it into the general operating fund each year.

An illustration. One thousand dollars, at five per cent. interest, would produce \$50 a year. Five persons, paying \$10 each annually, would actually constitute an endowment of \$1,000 for the college, for all intents and purposes. In this way, a few hundred alumni can do wonders without the risk of investing endowment funds or the difficulties of collecting such funds. Moreover, the income, when well established, becomes a definite qualification for rating on membership in the Southern Association of Secondary Schools and Colleges.

These features are all excellent recommendations for the plan. But there is still another that is better yet. Participation in a college or university program from year to year keeps interest at a high level on the part of the former students and alumni. When former students and alumni take active part in the operation of any school it becomes “their school” and thereafter is a personal entity rather than a plain institution. After all, maybe schools in general would get better results if they applied this principle more generally and quit trying to operate too much on a cut and dried cash basis.

*Editorial, Twin City Sentinel, Winston-Salem, N. C.,
Tuesday, May 26th, 1936.*

The Living Endowment

Report of Second Annual Giving Fund

The Second Annual Giving Fund drive closed on June 30, 1936. The report shows two hundred and twenty-nine persons contributed a total amount of \$2,361.34 up to that date. This is an increase over the First Annual Giving Fund in both total number of contributors and total amount.

The manner in which the alumni and friends have responded once the principle of The Living Endowment has been understood has been most encouraging. In this connection your attention is called to the editorial which appeared in the Winston-Salem Twin City Sentinel under date of May 26th, 1936, which is printed elsewhere in this bulletin.

The list of contributors by name, up to June 30, 1936, is given below:

Alexander, Elizabeth	'34	Coble, Charles S.	....'28	Edwards, Alma T.	....'07
Alfred, Mrs. K. T.	....'29	Cochran, Jean	.....'32	Edwards, H. C.	.....'24
Allen, Beulah	.....'26	Clark, Mrs. L. D.	.....'95	English, N. C.	.....'26
Allen, D. Willard	....'26	Clark, S. C.	.....'07	Farlow, Ralto	.....'33
Bailey, Wm. Fleming	'32	Cliatt, Mrs. Thomas	'32	Field, R. A.	.....'89
Barker, Mrs. D. L.	....'23	Clinard, Ida Belle	....'31	Field, Mrs. R. A.	....'96
Barker, James R.	....'26	Clodfelter, Parrish	....'33	(Addie W.)	
Becton, J. L.	.....'07	Cole, E. A.	.....'88	Finch, Geo. D.	.....'20
Benbow, C. F.	.....'14	Cole, E. M.	.....'84	Fitzgerald, J. O.	....'05
Benbow, Josephine	Prep.	Cole, Ruth	.....'87	Fox, Dr. Norman	....'20
Benbow, John T.	....'91	Copeland, Walter	....'35	Fox, Thomas D.	....'09
Bezanson, Warren	....'34	Cox, Clara I.	.....'02	Frazer, Ava F.	.....'32
Blair, Ada	.....N.G.B.S.	Cox, Eldon E.	.....'35	Frazier, Clifford	.....'07
Blair, Augustine W.	....'90	Cox, Elwood	.....'34	Frazier, Mrs. Cyrus	....'98
Blair, Eleanor	.....'33	Cox, Esther Lee	.....'34	Frazier, F. Ruffin	....'17
Blair, Emma	.....N.G.B.S.	Cox, Jos. D.	.....'04	Frazier, John G.	....'24
Blair, J. J.	.....N.G.B.S.	Cox, Mrs. Jos. D.	....'04	Faquay, Ruth	.....'35
Blair, Mrs. Mary K.	....'99	Cox, Jos. J.	.....'28	Gilmore, Mrs. H. W.	....'17
Bostian, Mary Dixon	....'21	Cox, Virginia R.	....'29	Grabs, Rev. F. W.	....'94
Brooks, R. H.	.....'21	Crutchfield, J. E.	Friend	Hackney, Carlyle	....'32
Brown, Bera	.....'32	Cummings, R. Earl	....'24	Hammond, Leah Eliz.	'29
Budd, Marshall Hiram	'34	Davis, Clara L.	Friend	Hardin, George C.	....'33
Bulla, Lillie	.....'11	Davis, Sarah	.....'35	Hardin, Esther S.	....'36
Bulla, Grace	.....'32	Dixon, A. A.	.....'09	Haworth, Byron	.....'28
Bullard, Annie Ruth	'30	Dixon, Blanche	.....'15	Haworth, Sarah R.	....'17
Burdall, Richard L.	Friend	Dixon, Alice L.	.....'10	Helms, Virginia	.....'28
Bulneck, Dr. S. E.	Prep.	Doak, Charles	.....'07	Henderson, Mrs. T. A.	....'29
Cannon, Carrie	.....'25	Doane, Benj. H.	Friend	Hendricks, F. B.	....'05
Cannon, John W.	....'24	Donnell, Mrs. D. L.	....'07	Hine, Efrd	Prep.
Carroll, D. D.	.....'07	Doughton, George	....'22	Hobbs, Dr. A. W.	....'07
Chappell, John T.	....'13	Eagle, Eugene O.	....'31	Hockett, Mrs. Stacy	....'23

Hodgin, Evelyn	'31	Nunn, Mr. and		Sizemore, Merlie	'31
Hood, Mrs. Eugene ..	'17	Mrs. Paul	'14	Slaughter, R. A.	'95
Horney, Ruth A.	'28	Nuzie, Samuel	'29	Smith, Sarah O.	'14
Hubbard, Miss Hope..	'17	Ott, Charles N., Mrs..	'29	Smithdeal, C. C.	'11
Jackson, D. H.	'16	Parker, A. S.	'01	Stafford, Mrs. D. B....	'05
Jamieson, Mrs. Robt..	'32	Parker, Mrs. A. S....	'00	Stanley, Arthur C....	'95
Jinnette, Isabella	'31	Parker, A. S., Jr.	'29	Stanton, Mrs. J. P....	'77
Johnson, Notre M.	'95	Parker, D. R.	'04	Stanton, Mrs.	
Jones, J. Benbow.....	'18	Parker, Geo. C.	'35	Louisa K.	'77
Jones, Mollie Roberts.	'96	Parsons, David	'33	Stockard, Jesse O.	'98
Joyce, Jas. B.	'24	Pate, Floyd C.	'28	Stubbs, Mrs. M. L....	'25
Joyner, Doris Chase ..	'28	Payne, A. G.	'25	Sykes, Mrs. J. A....	'99
Korner, Russell D. Friend		Payne, Nannie E.	'17	Taber, W. C. Friend	
Korner, Mrs. R. D.	'19	Pearson, Mary N.	'29	Taylor, Martha	'35
Kuykendall, Earl	'35	Pearson, T. Gilbert ..	'97	Tew, H. F.	'27
Lambeth, Charles T. ..	'16	Perry, Dr. Matthew W. '14		Thomas-Howard Co.	
Lane, Ruth E.	'28	Perry, Mrs. M. W. Friend		Friend	
Lassiter, Alma J.	'15	Petty, H. C.	'98	Thompson, Annabelle..	'25
Ledbetter, A. A.	'07	Pritchard, F. S.	'25	Trivette, Edith	'32
Lindley, Francis H.... Prep.		Pritchard, Mrs. F. S. ..	'26	Trivette, H. V.	'28
Lindley, Mrs. F. H....	'25	Rabb, C. E.	'07	Wagoner, Annie E.	'28
Long, Mr. and		Rabey, Lois M.	'23	Warrick, L. E.	'27
Mrs. A. S. Friends		Ragsdale, Dr. Virginia '95		Warrick, Mrs. L. E....	'27
Lowe, Ione	'25	Reynolds, E. O.	'93	Watkins, J. Z.	'28
Lupton, Mrs. Charles..	'09	Reynolds, Mary A.	'31	Watson, Fred	'02
Lynn, Melvin	'33	Reynolds, Paul	'28	Welch, Mrs. Calvin....	'00
McBane, E. H.	'14	Ricks, Judge Jas. H....	'05	Wellons, Esther L....	'31
McCracken, L. W.	'20	Riddle, Felsie	'35	Wellons, Harry A....	'33
Magness, Sallie S.	'97	Robertson, C. Gurney '17		Whitaker, John C....	'11
Marshburn, Lena	'27	Robertson, Glenn	'31	White, David J.	'20
Melville, Louise	'31	Robertson, Sparger ..	'26	White, Mrs. David J....	'20
Mendenhall, Anna	'09	Robertson, Walter L. ..	'28	White, Dr. E. S.	'93
Millis, Ida	'03	Ross, Dr. D. Worth ..	'05	White, V. R.	'25
Milner, Charles F.	'33	Rowland, Peggy	'26	White, Mrs. V. R.	'25
Milner, Howard E.	'33	Rudd, W. L.	'22	Wildman, Robert	'32
Moore, Hugh	'20	Russell, A. T.	'27	Wiley, Jane	'98
Moore, Mrs. Hugh	'20	Russell, Elbert and		Williams, H. S.	'95
Moore-Mitchell Co. Friends		Lieneta (wife) Friends		Wilson, Ada Clinard ..	'32
Murdock, Cordia T.	'26	Sampson, Mrs.		Wimbish, R. Jack	'34
Murrow, J. E. Prep.		Sarah C. N.G.B.S.		Winslow, Mrs.	
Murrow, Mrs. J. E....	'24	Saunders, Mrs. W. T. ..	'12	Margaret	'09
Newlin, Barclay	'30	Scarboro, Ernest M.	'31	Wood, Ella Young	'13
Newlin, Delmas B.	'30	Shaen, Edward	'35	Wood, J. Russell	'15
Newlin, Elbert D.	'31	Shamburger, Mary Ina '17		Wooding, Mrs. A. S.	'97
Newlin, Hale	'30	Shepard, F. C.... Friend		Woosley, John B....	'12
Newlin, Orpha M.	'35	Shore, Marvin H....	'24	Woosley, Mrs. John B. '17	
Nunn, Paul S.	'14	Shore, Mrs. Marvin H. '26		Yates, J. Fuller	'16

GUILFORD COLLEGE BULLETIN

PRESIDENT'S
ANNUAL REPORT
NINETY-NINTH YEAR



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GUILFORD COLLEGE, NORTH CAROLINA
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831
931

PRESIDENT'S ANNUAL REPORT

Report of the Ninety-ninth Year of Continuous Educational Service of Guilford College

It is the purpose of this report to survey the work of the year, to set forth again the objectives for the hundredth, the centennial year, and to outline the goals for the future.

A GREAT FACULTY

It should be re-emphasized that the excellence and distinction of a college are in terms of its faculty. During the last year Guilford's faculty has been strengthened and increased. Many will recall hearing and meeting Dr. Russell Pope from New York University at the 1935 commencement. At that time it was scarcely hoped that the college would be so fortunate as to secure, at this stage of its development, one of his scholarly attainment, broad and rich experience, and literary achievement. In the autumn his third book was published and during the year he has contributed articles to periodicals. His cultural and intellectual influence will be an increasing factor in the advance of the college.

For the last six years the a cappella choir has been a growing factor in the life of the college. To select a suitable director for this organization was no small task. Dr. Ezra H. F. Weis, from the staff of Kansas Wesleyan, joined the Guilford faculty and has led the choir to even greater achievement. In addition, he is building up other divisions of the music department and relating it more completely with the total liberal arts program. Dr. Weis has continued the college's musical service to the county schools and this summer has increased it by having a special music training school for students of high school age. Dr. and Mrs. Weis have contributed markedly to the social life of the college by their gracious hospitality in honoring guest artists.

Eloyse Sargent Postlethwaite has efficiently organized the boarding department — a problem that is always difficult — and

has been effective in the teaching of the courses in home economics.

In January, Dr. A. D. Beittel joined the staff as an additional member. He enriches the teaching force because of his versatile background; as an undergraduate of a small college, he learned the problems of that type of institution; as a graduate student of Oberlin College and the University of Chicago, he broadened his resources; a varied experience in the ministry, teaching and student work has especially fitted him to assist with the spiritual as well as the educational problems of students. During this semester he has already won the respect of the students by his inspiring teaching and of neighboring communities by his effectual and thoughtful speaking.

By these new appointments and by the additional graduate study during the last academic year and the summer months of other faculty members — James Fleming, Algie I. Newlin, Mari Luise Huth, John Anderson, Harvey Ljung and Eva Campbell — the academic standing of the college has been advanced, and there has been general recognition and appreciation of this fact.

It is a pleasure to report that there have been no resignations or permanent changes in the teaching staff for the coming year. Professor F. Carlyle Shepard has been granted a leave of absence for the first semester to complete the requirements for the doctor's degree at the University of North Carolina. Coach John Anderson and Mrs. Anderson have requested and been granted leaves of absence for continued study. Harry Hodges, graduate of the University of North Carolina, has been appointed coach for the next academic year.

It has been necessary, during the last two years, to call upon the teaching staff for many and heavy administrative duties; it is definitely planned to relieve them of this extra burden as rapidly as possible in order that they may devote their entire time to their all-important duties of teaching.

For the hundredth year it is planned to establish a more clearly defined agreement concerning tenure, a retirement age, and a salary continuance arrangement. Until the college is financially able to establish a system for sabbatical leaves, a schedule for leaves of absence for study with part-time salary is being arranged. In other institutions this method has proved to be of value in keeping the faculty members alert and conversant with their academic fields.

Although faculty salaries were advanced more than \$12,000 during the last year and although a definite increase is planned

for the next year, the nominal salary scale has not yet been re-established.

As we anticipate the second century for Guilford College, the goal is a faculty and administration of thirty. As replacements are made and when it is financially possible to increase the staff, every effort will be put forth to select those especially qualified through training and cultural and spiritual equipment.

A SELECTED STUDENT BODY

Again this year we announce the largest enrollment in the history of the institution. Last year an increase of ten students over the previous high registry was reported; this year the addition was twenty-five, making a total registration of three hundred and sixty-five. This is the first time in the history of the institution that there has been a sustained enrollment of three hundred students throughout the year, the established goal.

Since the college has attained its numerical limit, the problem is now one of selection and of increasing the quality of guidance given to individual students. In the coming century, as an aid in selecting students not only of high intelligence, but also of outstanding character and of interests peculiarly fitted for development in this environment, we would plan to interview and to investigate carefully each student as a part of the solicitation program.

This year our extra-curricular program has been extended. Four lyceum numbers were presented — the Slaviansky Russian Chorus, the Carolina Playmakers, the University of Michigan Little Symphony and the lecture by Dr. Rollo Walter Brown. In addition to the home concert, the choir, augmented by singers from the community, presented not only "The Messiah," as it has done in the past, but also "Elijah." The dramatic council produced two plays; the debating council held a series of debates and was host to the state forensic contest in which Guilford contestants won some recognition. Upon several occasions Dr. Pope has added constructively to this phase of the program by his excellent lectures.

As has been the tradition in the past, the spiritual emphasis meetings were held. Dr. Alexander C. Purdy of Hartford Theological Seminary was the visiting speaker; he brought vividly to the students and the community a rare combination of discriminating intellect and of penetrating spirit as he spoke each morning in chapel and each evening in the meeting house.

The chapel exercises have been fairly well sustained ; there has been more use of the choir so that it has had an opportunity to make its aesthetic and spiritual contribution to the campus as never before. The Wednesday chapels, with their distinctive Quaker quality, were improved at the end of the year because of the additional number of concerned faculty members who sat at the head of the meeting each Wednesday morning.

The 102nd Charter Day was observed on January thirteenth. Continuing the series of contributions of Guilford College, the program for 1936 set forth the institution's work toward social progress. Clarence E. Pickett, Executive Secretary of the American Friends Service Committee, was the guest speaker. He made a plea for more liberal social consciousness. Perhaps because of the emphasis this year, at least twenty of our undergraduates are, this summer, engaged in some definite form of social service. A modern morality, "Every Guilfordian," was written by Philip Furnas and presented by the dramatic council as a part of the Charter Day celebration.

For the 100th Charter Day, "Contributions of Guilford College to Co-education" was the theme ; for the 101st Charter Day, "Contributions of Guilford College to Religion." The exercises for the 103rd Charter Day, January 13, 1937, will be built around, "Contributions of Guilford College to Education."

For the last two commencements the institution has been fortunate in securing speakers of international reputation. This year Dr. John Maekay, president-elect of Princeton Theological Seminary, in his baccalaureate sermon, and Dr. Hornell Hart, recognized authority in sociology, in his address to the graduating class, brought inspiration and a comprehensive and searching world view.

For the hundredth year there is planned an extended lyceum course of at least eight numbers, four of which will be contributed by campus talent : the choir, the dramatic council and faculty lecturers.

An improvement in chapel programs is also anticipated with the formation of a chapel committee on which there will be student representation, with a more carefully planned series of programs and with an even more extensive use of the choir.

Although students grow and develop through extra-curricular activities, nevertheless the academic program is of first importance, and to that end it is being arranged to organize a scholastic honor group that will have the same high academic standards as those held by Phi Beta Kappa.

A SUFFICIENT ENDOWMENT

The stabilizing force of any institution is its permanent source of income, i. e., its endowment. When I assumed the responsibilities as president, the total assets as of June 15, 1934, were \$1,088,903.64; the endowment was \$579,847.85; the debts and liabilities \$131,144.04. On June 15, 1936, the total assets were \$1,140,612.84; the endowment was \$611,144.90; and the total indebtedness was \$151,082.10.

Although the total assets have been increased \$51,709.20 during the last two years and the listed endowment augmented \$31,297.05, the total indebtedness of \$151,082.10 must be reduced immediately. The complete financial statement is printed at the end of this report, showing an increased income of \$15,095.74 over that of the previous year.

Mr. and Mrs. David Blair gave to the college shares of stock estimated at more than \$5,000.00, an addition to the permanent endowment. This valued contribution is greatly appreciated, continuing as it does the uninterrupted interest of this pioneer Quaker family, whose ancestors were among those who planned and established New Garden Boarding School and who have been among its loyal leaders and benefactors.

Miss Jennie H. Hart, who for many years was the neighbor and interested friend of the college, besides giving books and home economics material, willed the institution a part of her estate which amounted to \$2,489.30. The endowment committee has purchased her comfortable, modern and historic home, the Dolly Madison House. For many years the college has mentioned this historic site in its literature. While not a member of the Society of Friends or a former student of Guilford College, Miss Hart has perpetuated her memory so that through the coming century more effective service can be rendered by this institution.

Mrs. Margaret Watson Parker of Detroit, Michigan, has established a student loan fund with \$500. It is to be known as the Margaret Watson Parker Loan Fund. She wishes to assist in the education of worthy and able students. Although not personally acquainted with Guilford College, the donor, in establishing this revolving loan fund, will enable innumerable students to prepare themselves more adequately for successful lives.

Dr. Virginia Ragsdale has built a beautiful colonial residence upon the campus and has joined our college community. The group is greatly enriched by her presence.

Since the last annual report, the college has lost one of its most beloved faculty members, Dr. Elwood Chappell Perisho. A memorial to him was prepared and published as the September bulletin.

Dr. and Mrs. Perisho have been constant benefactors of Guilford College and its students. At their own expense, they made improvements in the cottage in which they lived; for this we wish to express public gratitude. Mrs. Perisho has presented to the college a picture of Dr. Perisho; it has been placed in the administrative office.

DR. ELWOOD C. PERISHO MEMORIAL FUND

Mrs. Perisho requested that expressions of appreciation of Dr. Perisho take the form of a memorial fund to be established at the college. A number of small gifts forms the basis of this fund to which many will wish to contribute in memory of one of the great teachers and leaders of this institution.

Although the bequest has not yet been received, it has, nevertheless, been publicly announced that another loyal friend and indefatigable worker for her alma mater, Miss Notre Johnson, has perpetuated her interest by willing the college a substantial gift.

By the generous terms of the will of Newton F. Farlow of the Class of 1900, his entire estate was given to Guilford College to take effect at the termination of the life of his wife, Laura Moore Farlow. After the death of Newton F. Farlow, Laura Moore Farlow, cooperating in carrying out the will of her husband, deeded portions of his property to the college, reserving a life annuity payable to her. Upon her death, according to her will as well as the will of her husband, the entire balance of the estate has now come to the college, consisting of a house and lot located on Walker Avenue, Greensboro, North Carolina, at an estimated value on the tax books of \$2,625 and some cash which will be determined upon the closing of her estate.

THE LIVING ENDOWMENT

During this year 229 persons contributed \$2,361 on the Living Endowment program. This is a definite increase in num-

ber of contributors and in amount over the first year of this special form of giving. This method of securing funds is being rapidly recognized as a very substantial way of financing endowed institutions. Not only does it give interested friends and former students a way of assisting the college financially, but, because of their annual participation, gains their sustained loyalty. This year the class and alumni organizations, by working upon this project, gained strength.

The centennial year is an auspicious occasion for augmenting the LIVING ENDOWMENT, the seeking of special gifts, memorial funds, bequests and annuities for endowment and buildings.

The ultimate goal is an endowment of \$2,000,000. It is believed that this amount would establish and insure the continuance of the distinctive service Guilford wishes to render during the second century.

AN ADEQUATE EQUIPMENT

Although the main emphasis this year has been to advance the faculty salary scale, marked improvement has been made in the plant. Three modern residences have been built in harmony with the architectural plan for the campus.

Ever since the establishment of the school the problem of an adequate water supply has been constant. With the assistance of WPA funds, the water system of the college has been connected with that of the City of Greensboro. It was necessary to erect a new water tower to furnish sufficient pressure. We wish to acknowledge the kind cooperation of Mr. H. J. Thurman, District Manager of WPA, of Mr. Kennedy, Supervising Engineer for WPA, of Mr. William B. Umstead, Congressman, of Mr. George L. Stansbury, Chairman of the County Commissioners, and of Robert Doak, who made it possible for the college to secure the funds. We wish to thank the council of Greensboro and the council of Hamilton Lakes for their approval of the contracts, and Robert H. Frazier for the detailed legal work involved. Mr. and Mrs. Edward Benjamin receive our appreciation for their assistance and sustained interest in this as well as other development projects of the college. Herbert Petty '98, and through his influence, the Crocker Wheeler Electric Manufacturing Company, donated the electric motor and booster pump necessary for the water system.

Under the leadership of Dr. Purdom, Dr. Ljung, Professor

Newlin and Professor Pancoast, the men students of Cox Hall helped willingly in the laying of a flagstone walk in front of their dormitory. The campus committee has supervised the planting of a number of trees and shrubs in the central quadrangle.

This year several groups have assumed definite responsibility for other equipment. The choir guild has started to raise a fund for the purchase of an electronic organ as its centennial gift. The present student body and the Class of 1936 have undertaken to remodel the old engine house, west of Founders Hall, into a Student Affairs Building. This will afford much needed facilities for the advancement of extra-curricular activities and will beautify and improve an additional section of the campus. The Class of 1935 has made contributions for the purchase and installation of lights along the central flagstone walk. The Class of 1933 has chosen as its project the building of the west gateway. The Class of 1914, with the cooperation of the Monogram Club, has appointed a committee with Ernest Shore of Winston-Salem as chairman, which is to promote interest in and the improvement of athletic facilities.

John Van Lindley has agreed to landscape the west gate, and the driveway on the west side of the campus as a memorial to his grandfather, John Van Lindley, and his father, Paul Lindley, who were both students of Guilford and who served effectively as members of the Board of Trustees for a combined period of forty-four years. By action of the Board of Trustees, the driveway is to be named Lindley Drive.

Plans are in progress to improve immediately the campus and buildings as extensively as the present financial budget permits.

Many additions to the physical plants and equipment are necessitated. This, the centennial year, affords an excellent opportunity to solicit friends of the college for these outstanding needs. We would especially urge each member of the Board of Trustees and of the larger Centennial Committee to put forth every possible effort to gain assistance for any one or all of the following projects:

1. Additions to Memorial Hall
 - Administrative offices
 - Faculty offices
 - Classrooms
 - Enlarged auditorium

2. A science building, including a natural history display room
3. Gymnasium
4. Enlargement and additions to the library
5. Campus and building improvements
6. Additional faculty homes
7. Infirmary

Approximately \$400,000 will be required to carry on this building program.

LOYAL ALUMNI

During this year two new alumni organizations, at Troy and at Burlington, have been established. This makes a total of thirty-five local alumni chapters. Each chapter has had from one to five meetings during the last two years. Each group has a definite organization and a representative on the larger Centennial Committee. Some of the alumni organizations have assisted in the solicitation of students, but their outstanding activity has been in the establishment of the LIVING ENDOWMENT. It is through these groups that the alumni will be kept informed. More knowledge about their alma mater constantly stimulates added participation in Guilford activities, which creates loyalty. From the day of matriculation throughout his life, each Guilfordian is an integral part of the institution, and it is desired that each one be fully aware of this relationship and its responsibilities. With the publication of the history and especially of the directory, Guilford Men and Women Through a Century 1837-1937, this awareness will be increased. It is the responsibility of the Board of Trustees and the administration to maintain the consciousness of this social organization.

CONTINUED INTEREST OF THE SOCIETY OF FRIENDS

Guilford College embodies one of the central concerns of the Society of Friends, an educated membership as well as an educated clergy. Although the institution is the creative expression of North Carolina Yearly Meeting, it has been fostered by all Friends. The opening of New Garden Boarding School was hastened when a New England Friend from New Bedford sent Nathan Hunt \$5,000. Friends from England encouraged this educational endeavour by their gifts. Friends

of Philadelphia and especially Friends of the Baltimore Yearly Meeting helped to carry the institution through its great crises.

In turn Guilford College has been the intellectual and spiritual center of the Yearly Meeting and stands ready to render the greatest possible service to the Yearly Meeting. Friends testimony on individual spiritual guidance and their belief about religion as a way of life, rather than as stated dogma or vested authority, are being incorporated in all the dynamic religious movements of our day. If Friends, with their spiritual heritage, make their contribution, the leadership must be awakened in, must be equipped with the accumulated intellectual resources of our modern age by, and must be motivated for their specific task by the Quaker College. This necessitates an administration and faculty who are not only trained academically for excellent teaching, but who have also, in their own thinking and life, transcended these narrower limits. On this, its hundredth year, all Friends will have the opportunity to assist this, the only Friends College in the South, to make its distinctive contribution.

This report could not be complete without an expression of my sincere appreciation for all the constructive and loyal cooperation I have received this year from the members of the faculty and the Board of Trustees.

Respectfully submitted,

CLYDE A. MILNER, *President.*

July 17, 1936.

CONSOLIDATED BALANCE SHEET

June 15, 1936

Assets

Current Funds

Cash and Bank Balances	\$ 14,863.83
Accounts Receivable	4,564.92
Notes Receivable	1,697.26
Inventories—Supplies	8,812.50
Stocks and Bonds	<u>3,600.00</u>

\$ 33,538.51

Loan Funds

Notes Receivable	\$ 14,623.43
Due by Other Funds	<u>6,383.73</u>

21,007.16

Endowment Funds

Cash and Bank Balances	\$ 30,657.34
Notes Secured by Mortgages	117,167.66
Notes Secured by Stocks	5,000.00
Notes—Current Funds	79,042.45
Real Estate and Stocks (Foreclosed)	30,000.00
Stocks and Bonds	54,818.63
Funds Held by Others	41,961.85
Real Estate	248,434.84
Miscellaneous Investment	3,947.40
Due by Yearly Meeting	<u>114.73</u>

611,144.90

Plant Assets

Buildings	\$ 346,962.67
Land	45,648.95
Equipment	<u>82,310.65</u>

474,922.27

Total Assets \$1,140,612.84

Liabilities

Current Funds

Accounts Payable	\$ 22,599.37
Notes Payable	107,028.98
Accrued and Deferred Items	7,457.75
Reserves	7,612.27
Due Other Funds	<u>3,996.73</u>

\$ 148,695.10

Loan Funds

Due Other Funds	1,566.70
-----------------------	----------

Endowment Funds

Due Other Funds	820.30
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Total Liabilities	<u>\$ 151,082.10</u>
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Fund Balances

Loan Funds	\$ 19,440.46
Endowment Funds	609,686.58
Endowment Income	638.02
Plant Assets	<u>474,922.27</u>

\$1,104,687.33

Less Deficit Current Funds	<u>115,156.59</u>
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989,530.74

Total Liabilities and Fund Balances	<u>\$1,140,612.84</u>
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AUDITOR'S CERTIFICATE

We have examined the books and records of Guilford College, Guilford College, N. C., covering the fiscal year ended June 15, 1936, and have prepared the above Balance Sheet, which is, in our opinion, properly drawn up so as to exhibit a correct view of the financial position of Guilford College at June 15, 1936, according to the information and explanations given us and as shown by the books and records.

Greensboro, N. C., July 23, 1936.

T. L. MATLOCK COMPANY,
Certified Public Accountants.

REVENUES AND EXPENDITURES — CURRENT FUNDS

Year ended June 15, 1936

Expenditures

Educational and General

Administration and General	\$ 12,265.96
Instruction	38,809.35
Library	3,709.19
Maintenance of Plant	<u>12,345.11</u>

\$ 67,129.61

Auxiliary Enterprises

Boarding Department	\$ 26,724.09
Dormitories	11,933.81
Rental Houses	1,216.21
Book Store	2,979.54
Farm	4,944.22
Laundry	<u>3,584.42</u>

51,382.29

Other Non-Educational Expenditures

Scholarships	\$ 4,372.19
Students' Allowances other than Scholarships	2,079.40
Restricted Expense other than Scholarships	751.78
Students' Promotion	1,131.41
Annuities	620.00
Living Endowment and Centennial Program	3,198.66
Student's Accounts Charged off	1,536.17
Interest Paid and Accrued	6,657.75
Miscellaneous	<u>1,026.82</u>

21,374.18

Total Expenditures	\$139,886.08
Total Revenues in excess of Expenditures	<u>618.80</u>
Total Expenditures and Excess Revenues	\$140,504.88

Revenues

Educational and General

Student's Fees	\$ 52,818.28
Endowments	21,708.92
Donations	5,420.63
Transcripts	71.50
Commission for handling Yearly Meeting	
Endowment Funds	53.33
Interest on Notes	86.68
Investments — Farm Property	145.95
Collection on Students' Accounts Charged off..	369.56

\$ 80,674.85

Auxiliary Enterprises

Boarding Department	\$ 30,106.53
Dormitories	14,421.77
Rental Houses	2,150.83
Book Store	3,130.87
Farm	4,976.99
Laundry	5,043.04

59,830.03

Total Revenues

\$140,504.88

ENDOWMENT FUND BALANCES AND INCOME

June 15, 1936

	Fund. Bal.	Income
Sarah E. Benbow Memorial Fund	\$ 1,000.00	\$ 66.70
Blount Memorial Fund	3,500.00	105.00
Addison and Mary Boren Memorial Fund	1,100.00	
Cecil J. Cloud Fund	400.00	3.44
Elwood Cox (Marston) Fund	1,000.00	59.98
Jonathan and Elizabeth Cox	15,000.00	157.17
Joseph J. Cox Memorial Fund	3,500.00	126.85
J. S. and M. D. Cox	5,000.00	204.12
Cox Hall	5,000.00	266.01
Mary E. M. Davis Memorial Scholarship	1,050.00	58.77
Eulah Dixon	1,017.69	48.08
English Endowment	300.00	
N. F. and Laura Farlow Contingent Endowment	9,000.00	562.93
Franklin G. Frazier	11,413.62	215.31
Lucetta Churchill Frazier Memorial Fund	1,675.00	50.25
Melvina Frazier	1,000.00	60.00
General Funds	385,554.93	11,744.31
Girls Aid	1,752.91	48.30
Girls Home	6,040.83	393.78
John B. Griffin Scholarship	1,625.00	4.15
John B. Griffin Memorial Fund	500.00	121.30
Harriett Green	12,389.48	424.58
J. Robert and Retta Hardin Contingent Endowment	1,000.00	55.59
Fowell B. Hill	1,000.00	4.15
Nathan Branson Hill	5,000.00	55.67
Richard L. and Hettie Overman Hollowell	10,000.00	649.83
Nathan Hunt Memorial Fund	1,500.00	45.00
Francis T. King	5,000.00	181.20
Rufus King Peace Fund	47.45	1.74
Ella Lindley Memorial Fund	5,000.00	181.20
Ezra Murray Meador	500.00	18.15
Elihu and Abigail N. Mendenhall Memorial Fund	12,350.00	445.45
N. Pauline Mendenhall	1,000.00	
Nereus and Oriana Mendenhall Math. Scholarship	4,182.82	17.36
R. P. Mendenhall Memorial	23,786.49	
Oliver Woodson Nixon	25,000.00	408.33
Susanna Osborne	1,000.00	92.94
William F. Overman	1,000.00	35.91
Harriett Peck	1,000.00	60.00
Ann E. W. Peele	500.00	27.44
Philadelphia	10,000.00	500.00
Physical Education	350.00	
James Reynolds	400.00	
Richardson No. 2	3,175.36	
Richard and Eliza C. Ricks Memorial Fund	1,500.00	26.01
Josephine Leonard Robbins Memorial Fund	1,000.00	43.09
Isaac Sharpless Memorial Fund	50.00	
Mary E. Starbuck Memorial Fund	25.00	.75
Margaret White Symmes Contingent Endowment	1,000.00	54.87
Allen and Anna Tomlinson Memorial Fund	250.00	7.55
Martha S. Tomlinson Memorial Fund	600.00	18.00
Cora E. White Contingent Endowment	500.00	27.44
Frances White	5,000.00	81.67
George W. White Memorial Fund	1,000.00	44.40
George W. and Mary E. W. White Contingent Endowment	5,000.00	
Henryanna Hackney White Scholarship	1,000.00	50.12
Henryanna Hackney White Memorial Fund	10,000.00	455.38
Mary J. White	150.00	
Rufus and Lydia White Memorial Fund	1,000.00	60.00
	\$609,686.58	\$18,370.27

CHARTERED 1834

FOUNDED 1837

Guilford's Centennial Year

JUNE 16, 1936

JUNE 15, 1937

· HOMECOMING DAY

NOVEMBER 7, 1936

103RD CHARTER DAY

JANUARY 13, 1937

THE LIVING ENDOWMENT

THIRD ANNUAL GIVING

MARCH 15 - MAY 1, 1937

Centennial Celebration

MAY 22-24, 1937

CHARTERED 1834

FOUNDED 1837

Entered at Guilford College, N. C., as second-class matter under
the act of Congress, August 24, 1912

GUILFORD COLLEGE BULLETIN

Freshman Week

SEPTEMBER 7-10, 1936

OF

Guilford's Centennial Year

Welcome to the Class of 1940

Published monthly
by
Guilford College

GUILFORD COLLEGE, N. C.

Program

SEPTEMBER 7 TO 10, 1936

Monday, September 7

- 8:00-12:00 Matriculation — President's Office, Memorial Hall.
Payment of Fees — Treasurer's Office, Memorial Hall.
- 12:25 Lunch, Founders Hall.
- 1:00- 3:00 Arrangement of rooms in dormitories.
- 3:00- 4:00 Mass meeting for all students — Auditorium.
Address of Welcome, President Milner.
- 4:30- 5:30 Recreation.
- 6:00 Dinner.
- 7:00 Social Hour.
- 8:00 Meeting with deans and presidents of student
councils. Men — Archdale Hall.
Women — Founders Hall.

Tuesday, September 8

- 8:00 "Guilford's Educational Program," Mrs. Milner —
Auditorium.
- 9:00 English Placement Tests for all students — Audi-
torium.
- 10:45 Section A — "The Use of the Library," Miss Ricks
— Library.
- Section B — "How to Study in College," Mrs.
Milner — King 1.
- Section C — "The Historical Significance of Guil-
ford College," Professor Newlin —
King 4.
- 11:30 Section A — "How to Study in College," Mrs.
Milner — King 1.
- Section B — "The Historical Significance of Guil-
ford College," Professor Newlin —
King 4.
- Section C — "The Use of the Library," Miss Ricks
— Library.

- 1:15 A Trip Over the Campus — Dr. Ljung.
- 2:00 Meeting for all students, Professor Shepard — Auditorium.
- 3:30 Section A — "The Historical Significance of Guilford College," Professor Newlin — King 4.
 Section B — "The Use of the Library," Miss Ricks — Library.
 Section C — "How to Study in College," Mrs. Milner — King 1.
- 4:15- 5:30 Recreation.
- 8:00 Presentation of Student Organizations — Auditorium.

Wednesday, September 9

- 8:00- 8:30 Chapel — President Milner and Dr. Weis — Auditorium.
- 8:30-10:00 French Placement Tests for all students who present entrance units in French — Auditorium.
 All other students, Room 2, King Hall: "Language — A Cultural Tool," Professor Furnas.
- 10:00-11:00 Section A — "The Use of the Library," Miss Ricks — Library.
 Section B — "How to Study in College," Mrs. Milner — King 1.
 Section C — "Health," Dr. Campbell — King 4.
- 11:00-12:00 Section A — "How to Study in College," Mrs. Milner — King 1.
 Section B — "Health," Dr. Campbell — King 4.
 Section C — "The Use of the Library," Miss Ricks — Library.
- 1:00- 4:00 Selection of Courses — Memorial Hall, Biology Laboratory.
- 4:30- 5:30 Recreation.
- 7:30 Social Program.

Thursday, September 10

- 8:00- 8:30 "The Honor System," Charles Blair — Auditorium.
8:30-10:15 General Intelligence Test for all new students — Auditorium.
10:15-11:15 Section A —"Health," Dr. Campbell — King 4.
Section B —"The Use of the Library," Miss Ricks — Library.
Section C —"How to Study in College," Mrs. Milner — King 1.
11:15-12:15 Section A —"Reading for Leisure," Professor Furnas — King 4.
Section B —"Music," Dr. Weis — King 1.
Section C —"Social Opportunities and Responsibilities," Dr. Beittel — King 7.
-

1:00- 5:00 Registration of all upperclassmen.

- 1:15- 2:15 Section A —"Music," Dr. Weis — King 1.
Section B —"Social Opportunities and Responsibilities," Dr. Beittel — King 7.
Section C —"Reading for Leisure," Professor Furnas — King 4.
2:15- 3:15 Section A —"Social Opportunities and Responsibilities," Dr. Beittel — King 7.
Section B —"Reading for Leisure," Professor Furnas — King 4.
Section C —"Music," Dr. Weis — King 1.
3:30- 4:30 Freshmen call at book store for registration cards.
4:30- 5:30 Recreation.
8:00 Freshman Talent Program.

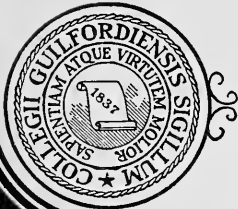
Friday, September 11

8:00 Regular academic schedule of semester begins.

NOTE: If traveling by train, consult ticket agent about special rates for students.

GUILFORD COLLEGE BULLETIN

Alumni Number



PUBLISHED MONTHLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, NORTH CAROLINA
VOL. XXIX SEPTEMBER 1936 NUMBER 9

1837
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IMPORTANT DATES

Homecoming Day November 7, 1936
(See Page 6)

Charter Day January 13, 1937

The Living Endowment — Third
Annual Giving . March 15-May 1, 1937

The Centennial Celebration . May 22-24, 1937

Guilford Begins One Hundredth Session

Students from sixteen states and three foreign nations descended on Guilford during the first week of the fall session and broke all registration records in the one hundred years history of the college. The total enrollment for the first semester is three hundred thirty-five, ten more than the enrolled student body at this date for 1935. North Carolina gave two hundred forty-eight of her sons and daughters to make up the present student body. Fifteen other states gave eighty-four and three students came one each from Japan, Cuba, and Canada.

The college opened its one-hundredth session with Freshman Week on September 7th. Coach and Mrs. John Anderson are away from the campus engaged in graduate study at Columbia University. Mrs. Postlethwaite resigned during the summer to become associated with the Greensboro schools. Mr. Shepard is away from the campus completing work for his doctorate in Chapel Hill.

Among the new faces in the staff are Coach Harry Hodges, a graduate of the University of North Carolina, who will direct athletics during the current year; Miss Dovie Chenault, who comes from Columbia to teach Home Economics and direct the Boarding Department; David Parsons, '33, who returns to direct the Centennial Program and handle Student Aid; Samra Smith, '34, as instructor in English and assistant to the Librarian; Mrs. Harry Hodges to direct athletics for women, and Julia Cannon, '35, assistant to the Treasurer.

With the enrollment figure for the current year almost beyond capacity, authorities at Guilford look forward to continued restriction of the registrants in working toward a selected student body. In the coming century Guilford will carefully choose her students from among those persons of high intelligence and outstanding character, whose interests can best be developed in the environment of this college.

The President's Page

Dear Guilfordian:

This is the Centennial Year of Guilford College. It would be impossible to celebrate this event in a few days, just as it was impossible for the Founders to establish New Garden Boarding School in a short time. This is a year of celebration, during which we hope to make significant advances in all departments of the College.

Besides the material improvements, which are discussed elsewhere, additional cultural opportunities have been arranged. The lyceum course has been extended from four to nine numbers, and the series will open on October 10th with the Salvi Quintette, which presents the world's most famous concert harpist. Four art exhibits have also been scheduled. On behalf of the College, I am glad to extend to all Guilfordians a most cordial invitation to join in all the activities of this Centennial Year and to help make the year have the significance it deserves.

With enthusiasm I announce the appointment of David H. Parsons, Jr., as secretary to the Centennial Committee. His qualifications for this work are outlined in a special article in this bulletin. The administration of the College is confident that all Guilfordians will cooperate with David Parsons in this most important task.

On Homecoming Day, November 7th, every interested alumni should return to Guilford College; it is the first opportunity of the Centennial Year for all of us to gather and formulate more detailed plans for the class and alumni organizations. We not only cordially invite you, we urge each one of you to return for Homecoming, November the seventh.

For the College as well as myself, I send kind regards and best wishes to you. I am

Sincerely yours,

CLYDE A. MILNER.

The Challenge of the Centennial

This centennial year, Guilford's birthday, presents to alumni and friends of the college, an opportunity to enhance the institution through anniversary gifts to the college which will increase its facilities for making a better contribution during the next century.

With keen appreciation of the heritage from the past and with a clear vision of the purpose of the century ahead, the Larger Centennial Committee is planning gifts through class projects, local chapter contributions, and individual presents, in recognition of Guilford's first century of achievement and to meet the challenge of the next.

Projects among those proposed as anniversary presents to our college are:

Student Affairs Building — accepted by Class of 1936.

Library equipment and endowment.

Endowed professorships.

Campus lighting — accepted by Class of 1935.

Memorial Drive — accepted by John Van Lindley.

Class walks.

Memorial Hall Circle.

Improved athletic facilities — accepted by Class of 1914 and The Monogram Club.

Scientific equipment.

Vivarium and greenhouse.

Memorial West Gate — accepted by Class of 1933.

Memorial portraits.

Founders' Circle.

Departmental Libraries:

Sociology — accepted by Dr. Mark Mills.

Plant expansion.

The Living Endowment is a common challenge to all classes and local groups. During the past year, 229 persons contributed \$2,361.00 in this program. The Centennial Year is an auspicious occasion for augmenting the Living Endowment toward the goal of \$10,000.00 sustained yearly income, the practical equivalent of \$200,000.00 additional endowment.

The challenge of the Centennial is to make Guilford a truly great college. We must meet the challenge by providing the resources which will make possible the fulfillment of this high achievement. Plan your part now and with courage and devotion let us accept the challenge and "Go Forward — Remembering."

Homecoming Day November 7th

The eyes of Guilford Alumni turn toward the campus with the approach of Homecoming Day November 7th. Hundreds of former students will return to the college to meet old classmates, renew old friendships, rediscover an ever growing institution, and enjoy eventful participation in the first of a series of significant programs in the celebration of Guilford's first century of achievement.

Alumni activities get under way at 10:30 o'clock with the annual alumni-student hockey game. The Central Committee for the Centennial will meet at 11 a. m. in the Centennial office.

Six classes, '26-'31, will have reunions at 11:00 o'clock in Founders' Hall to effect permanent organization and adopt or review centennial projects.

The alumni luncheon will be held at 12:30 p. m. in Founders' dining hall.

A very important meeting of all representatives of classes and local alumni clubs follows the luncheon at 1:30 in Founders'. Alumni President Bill Blair will preside over this meeting of the Larger Centennial Committee. Dr. Milner will outline progress toward the goals of the centennial year. Club organization and activities and centennial projects of local organizations and classes, together with progress made on them, will be reviewed.

As a feature of the program of the day, Coach Harry Hodges will send the 44th grid team to play under the crimson and gray banner against the Bridgewater eleven on Hobbs Field at 3:00 p. m. Golf, tennis and other informal recreational facilities will be available throughout the day.

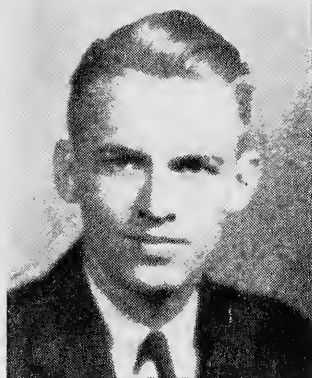
The Annual Homecoming Banquet and meeting of the Alumni Association will be held at Founders' at 6:30 p. m. Table reservations by classes are planned to permit reunion of classmates. Toastmaster-President Bill Blair will conduct activities. General items of interest to alumni will feature the brief, rapidly moving program. A social hour following the banquet is planned in Founders' parlors.

Reservations for the banquet, stating class year, should be made with the alumni secretary well in advance.

At 8:15 p. m., the College Dramatic Council will present the annual fall play of the college, directed by Professor Phillip W. Furnas.

Tickets for the Alumni Banquet and for the play, the proceeds of which will go to the organ for the college auditorium, may be secured during Homecoming Day at the Student Affairs Building.

David Parsons Centennial Secretary



David H. Parsons, Jr., has been appointed on the staff of Guilford College as secretary to the Centennial Committee. He is well trained academically, having graduated from Guilford College in 1933 with the distinction of high honors. During his undergraduate days, he was the type of scholar that the faculty was proud to present as a candidate for a Rhodes Scholarship. He was an excellent actor in the Dramatic Council presentations and the able editor of the 1933 Quaker. In addition, he showed versatility by participating in a great variety of other student activities.

Having been awarded a Haverford Scholarship, when he graduated from Guilford College, he studied at and received his master's degree from that institution.

Besides his splendid academic background, he has had a rich and varied experience. Although he has engaged in several activities for only short periods of time, in each he has demonstrated his unusual ability. As a teacher, he was successful; as a Y. M. C. A. secretary, his superiors predicted a brilliant future for him if he remained in that organization; as the director of the community chest of High Point, he planned and administered a complex and intricate organization commendably.

Although these qualifications eminently fit him for the position, his value to Guilford College is greatly increased because he is a loyal, constructive and forward-looking Guilfordian.

ALUMNI NOTES

1912

John B. Woosley '12, professor of economics in the University of North Carolina, has been selected by the research committee of the North Carolina Bankers' Association to direct the work of this committee. The Greensboro Daily News gives the following as a partial outline of the work to be undertaken under Dr. Woosley's direction: "In making this study, all forms of bank investments and loans will be analyzed with the view of showing the character of these assets, their earning power, and recent trends and changes in the nature of these assets."

1932

Wilbert Braxton '32, who last year was a teacher in the Friends School in Rom Allah, Palestine, is now connected with the Friends Boarding School in Barnesville, Ohio.

FORMER STUDENTS

During the past summer, J. Dewey Dorsett, chairman of the State Industrial Commission, tentatively accepted an invitation to respond to Gov. Alf M. Landon's address of welcome at the annual convention of the International Association of Industrial Accident Boards and Commissions which will meet this month.

Raymond A. Smith, who for the past eight years was director of Christian education of Centenary Methodist Church in Winston-Salem, has joined the faculty of Greensboro College as acting professor of religious education. Dr. Smith was a student at Guilford College from 1914 to 1916. He holds the A.B. degree from Duke University and the B.D. and Ph.D. degrees from the University of Chicago.

W. Paul Holt is salesman for the Crane Company, 205 Lyndon Street, Greensboro, N. C.

MARRIAGES

1924

Virginia Osborne '24 of Pleasant Garden, N. C., and Curtis W. Chase of Welch, W. Va., were married on June 6th. Mrs. Chase was, last year, dietitian at a hospital in Asheville, N. C. Mr. Chase is in charge of the clinical laboratory at Grace Hospital, Welch, W. Va., which position he has held for the past five years.

1928

Evelyn Braxton '28 and Emin F. Cox were married August 20th. For several years Mrs. Cox was a member of the high school faculty of the Brogden High School, Dudley, N. C. Mr. Cox is a prominent farmer of Wayne County. Both Mr. and Mrs. Cox attended Guilford College.

1929

Reginald Marshall '29 was married to Frances J. Humphreys, of Danbury, N. C., on June 13th. Mr. Marshall is connected with the Greensboro office of the soil conservation service of the United States Department of Agriculture.

1930

Leslie M. Murphy '30 and Irene Rich, of Brooklyn, N. Y., were married July 25th. They are making their home at 1030 West Market Street, Greensboro, N. C. Mr. Murphy is associated with the Dillard Paper Company.

1933

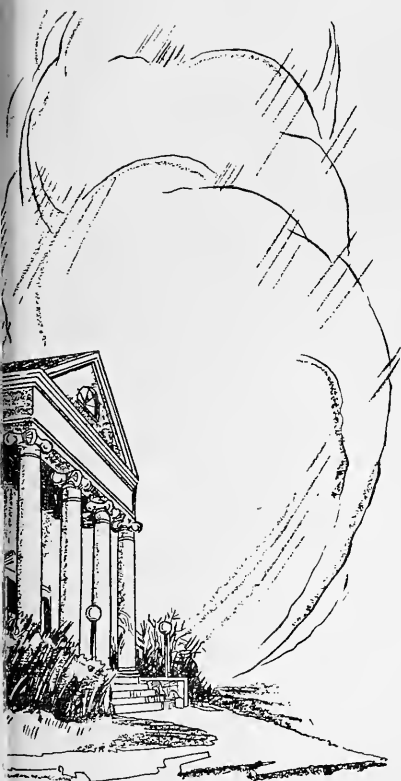
Junius Farlow '33 and Martha Elizabeth Hodges were married on June 5th. Both Mr. and Mrs. Farlow have been members of the faculty of the James-town Public School for the past two years.

1934

Louise Lee and J. Elwood Cox II '34 were married September 19th. They will live in High Point, N. C., where Mr. Cox is vice president of the firm, Jos. D. Cox and Sons, Inc.

Guilford College Bulletin

Homecoming Number



PUBLISHED MONTHLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, NORTH CAROLINA
VOL. XXIX OCTOBER 1936 NUMBER 10

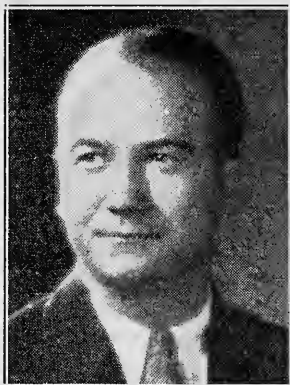
Homecoming Highlights

Homecoming Day — November 7, 1936

11:00 a.m.	Cross Country Run Guilford vs. State
11:00 a.m.	Centennial Central Committee Meeting Centennial Office
11:00 a.m.	Hockey Game Alumni vs. Students
12:00	Gamma Sigma Sigma Luncheon President Milner's Home
12:30 p.m.	Luncheon Founders Hall
1:30 p.m.	Larger Centennial Committee Meeting Zatasian Hall
2:30 p.m.	Football, Hobbs Field Guilford vs. Bridgewater Admission \$1.00
5:00 p.m.	Choir Guild Meeting Music Building
5:00 p.m.	Meeting of Class Groups
6:00 p.m.	Alumni Dinner Founders Hall
6:30 p.m.	Monogram Club Dinner
6:45 p.m.	Alumni Social Hour Founders Parlors
8:15 p.m.	"Icebound"—Annual Fall Play Presented by Dramatic Council Directed by Professor P. W. Furnas

J. Wilmer Pancoast, Homecoming Committee Chairman

Guilford College Alumni Association



Fellow Guilfordians:

This is the Centennial Year of Guilford College, and Homecoming Day on November 7th is the first of a series of important events arranged for the celebration of Guilford's one hundredth birthday. As president of the Alumni Association I take great pleasure in inviting all Guilfordians to attend this birthday party and join with their friends and classmates in honoring Guilford on this occasion.

Every loyal Guilfordian enjoys returning home to the campus and renewing old friendships. Many of your classmates and friends will be there to welcome you and many happy incidents of your college days will be recalled as the old grads retell the stories of long ago. As you walk the familiar paths, visit the old classrooms, and meet your former teachers, you will forget your troubles and be inspired again by the spirit of Guilford.

Do not fail to look for signs of progress as you revisit the college. You will find many material improvements, a loyal and well trained faculty, and the largest and best prepared student body in the history of Guilford. The opportunity which you have given me, as president of the Alumni Association, to work with the administration and faculty of Guilford College in carrying on the Centennial program, has convinced me that although Guilford has had a glorious past the best is yet to come.

As we come together on November 7th to enjoy this splendid celebration, let us remember that Guilford is depending on her alumni and friends to share in the responsibility for insuring her future greatness. Birthday parties call for gifts made in kind remembrance and during this Centennial Year let each loyal Guilfordian bring his gift to his alma mater.

Yours sincerely,

W. W. BLAIR,
President Guilford College Alumni Association.

Centennial Committee to Meet Homecoming

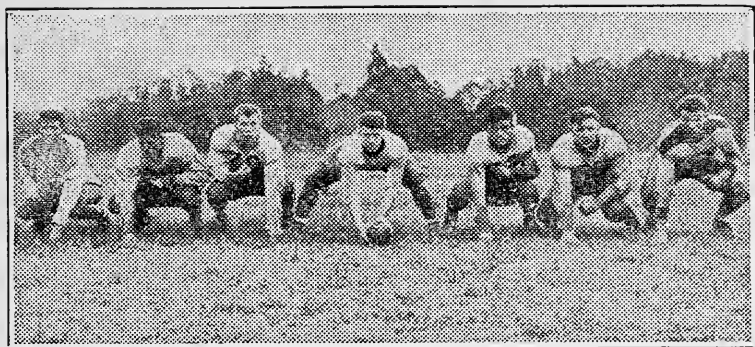
Chairman Joseph D. Cox and members of the Central Committee for the centennial will meet in the College Centennial Office at 11:00 a.m. on Homecoming day, November 7. Progress on the centennial will be reviewed and the group of prospective projects to be submitted to the Larger Centennial Committee and, in turn, by them to the groups they represent will be completed.

Centennial gifts are rapidly growing out of dreams into reality, as workmen remodel the Student Building which will be ready for use soon. Construction of the class of '33's memorial post will begin directly after Homecoming, as will the landscaping of Lindley Memorial Drive. Dr. Mark Mills' splendid gift of sociology books has already enhanced the library facilities. Living endowment contributions are coming in regularly. Lighting for the campus has been partially provided for by the class of '35. There are projects for each class and local group. Through the year these projects, likewise, will grow into reality and be given as birthday gifts to the College at a formal presentation service on Alumni Day, May 22.

Alumni Chapter Meetings Are Under Way

Guilford Alumni Chapters in New York, Philadelphia, New England, and Atlanta, have had enthusiastic and profitable meetings this fall, and local meetings are being scheduled in North Carolina and Virginia for almost every evening during the next month as they begin their program of regular informal dinner meetings. Alumni Chapters throughout the east plan during this centennial year to keep in close touch with each other and with the college through an interesting program of activities planned and executed through meetings held monthly or bi-monthly.

President Milner and David Parsons will visit with local groups from time to time, bringing messages from the college and accounts of activities on the campus.



HOMECOMING GAME

Quakers vs. Bridgewater

The forty-fourth team to play under the crimson and gray of Guilford will engage the invading Virginia eleven from Bridgewater College on Hobbs Field at 2:30 p.m. Homecoming Day. Coach Harry Hodges will probably send the following Quaker eleven after victory in the Homecoming feature:

	Position	Class	Wt.	Home
Herbert Ragan	.....L.E.	Jr.	165	Archdale
Bill Sadler	.....L.T.	Soph.	210	Guilford
Norman Boyles	.....L.G.	Jr.	180	King
Bob Eldridge	..... C.	Soph	175	Mt. Royal, N. J.
Transon Boles	.....R.G.	Soph	185	Jonesville
Jim McDonald	.....R.T.	Soph.	185	Pleasant Garden
Joe McCommons	.....R.E.	Jr.	162	Roanoke Rapids
Chas. Tilson (Cap.)	.....Q.B.	Jr.	145	Lincolnton
Ollie Acree	.....L.H.	Soph.	165	Roanoke Rapids
Jay Brinkley	.....R.L.	Soph.	162	Valdese
Paul Chambers	.....F.B.	Soph.	159	Upper Darby, Pa.

Choir Guild to Meet Homecoming

Guilford's a Cappella Choir with its personnel of seventy-one is building a new program for extensive tour work during this its ninth season. Twenty-seven freshmen and fourteen other new members are in the centennial year group, which made its first public appearance of the year at Greensboro High School on October 15th.

A number of concerts in North Carolina and Virginia cities are planned at early dates, and an extensive trip into Florida is in prospect for the Christmas vacation period. Concerts will be given in five states if this trip materializes, and the choir will spend most of the Christmas season in central and southern Florida.

Dr. E. H. F. Weis, choir director, and L. T. New, Jr., chairman of the choir committee, are directing efforts of the Choir Guild in securing funds with which to install the electronic organ in the college chapel. This organ is to be the centennial project of the choir.

All present and former members of the Choir Guild will meet in the Music Building immediately after the football game on Homecoming Day.

Letters to Gertrude

All Guilfordians will have interest in *Letters to Gertrude 1910-1913*, a small volume of letters from Mary Mendenhall and Lewis Lyndon Hobbs to their daughter. The collection, edited, with an introduction by Mary F. Shamburger, is of unusual interest and worth in its comments on education and social values.

ALUMNI NOTES

L. Lyndon Williams, '22, who completed work for his Ph.D. at the University of North Carolina during the summer, is now a member of the faculty of Maryville College, Maryville, Tenn.

Walter Copeland, '35, is chemist with the Gulf Oil Company in Philadelphia. His address is 2500 South Eighteenth Street.

Frances Alexander, '36, graduate student in social work at Smith College, School of Social Work, is now doing field work in Wilkes Barre, Penn.

Annie Naomi Binford is in Palestine, where she is teaching in the Friends School at Ram Allah.

Waldo Williams, '28, Ph.D., University of North Carolina, '36, is with Eastman Kodak Company, Rochester, N. Y.

Mamie Rose McGinnis, president of the Y. W. C. A. at the University of North Carolina, recently organized the first orientation program at the University for coeds.

Marvin Sykes, '36, is with the home office of the Pilot Life Insurance Company in Greensboro.

Carl W. Jones, '33, is completing his course in medicine at Jefferson Medical College in Philadelphia. He was a Junior interne at Pennsylvania Hospital during the past summer.

A representative group of Guilfordians attended Baltimore Yearly Meeting last week. Judge Hoge Ricks, '05, clerk, presided over the sessions. Miss Eliabeth Bradshaw, '04, Miss Katherine Ricks, '04, Mrs. Lindsey Clark, '95 and Mrs. May Cox, '04, were among those present. President Milner and Dr. Binford spoke at sessions of the meeting.

Daryl Kent, '36, is doing graduate work at Hartford Theological Seminary.

The Veritas Club of Charlotte entertained on Wednesday, October 28, in honor of Mrs. Gertrude Hobbs Korner upon the publication of *Letters to Gertrude*.

Charter Day January 13, 1937

S. O. S.

YOUR LAST CHANCE FOR CHANGES IN THE ALUMNI DIRECTORY

The Alumni Directory is almost ready for the printer. Graduates and former students who have changed their address or occupation since they reported to the college, and any Guilfordians who have not sent in a report as to occupation, to whom married, etc., will please fill in the blank below and return to the Registrar's Office by November 10.

GUILFORD COLLEGE ALUMNI DATA CARD

(Please fill in and return by November 10, 1936)

Your name
in full Class

Residence address

City State

Business address

City State

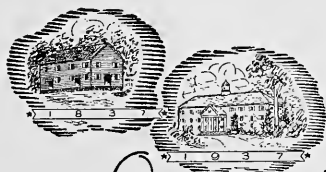
Present occupation

Additional education since leaving Guilford College

Degrees Date Conferred by

To whom married Date

THE
CENTENNIAL COMMITTEE
GUILFORD COLLEGE



Our First Centennial

CHARTER DAY JANUARY 13. 1937

THE CENTENNIAL CELEBRATION, MAY 22-24, 1937



FELLOW GUILFORDIANS:

At the advent of Guilford's one hundredth year, one hundred men and women, taking stock of the rich heritage that is ours as Guilfordians, have accepted the responsibility as representatives of some five thousand living Guilfordians for providing resources which will give strength and clarity to a well built program and make possible for Guilford a richer contribution during the next century. These men and women constitute the Centennial Committee.

Throughout the year, the committee will strive to keep Guilfordians in close touch with each other and with the college and to promote the desire to provide increased facilities for the college through anniversary presents which representatives of each Class and Alumni group will bring to the formal presentation service in the college chapel on May 22, 1937 where they will be received as birthday gifts, made to enhance Guilford's second century of service.

Yours sincerely,

JOS. D. COX, Chairman
Centennial Committee

THE CENTENNIAL COMMITTEE

Joseph D. Cox, Chairman
129 South Hamilton Street
High Point, North Carolina

David H. Parsons, Jr., Guilford College, North Carolina
Secretary of the Centennial
Committee

CENTENNIAL CENTRAL COMMITTEE

Joseph D. Cox—129 South Hamilton Street, High Point, N. C.
Dudley D. Carroll—University of N. C., Chapel Hill, N. C.
D. Ralph Parker—Alma Desk Company, High Point, N. C.
Herbert Petty—Crocker-Wheeler Elec. Mfg. Co., Ampere, N. J.
William Blair—113 Stafford Place, Greensboro, N. C.
Mary M. Petty—Woman's College of The University of N. C., Greensboro, N. C.
Paul Nunn—2205 Elizabeth Avenue, Winston-Salem, N. C.
Clyde A. Milner—Guilford College, N. C.
Raymond Binford—Guilford College, N. C.
Eva G. Campbell—Guilford College, N. C.
F. Carlyle Shepard —Guilford College, N. C.

CLASS REPRESENTATIVES

New Garden Boarding School—Mary M. Petty, Woman's College of
The Univ. of N. C., Greensboro, N. C.
Class of 1889—Mrs. Florina Worth John, 206 Woodside Ave., Fayetteville, N. C.
Class of 1890—John T. Benbow, O'Hanlon Building, Winston-Salem, N. C.
Class of 1891—Joseph Peele, Guilford College, N. C.
Class of 1892—Dr. Virginia Ragsdale, Guilford College, N. C.
Class of 1893—Dr. E. E. Gillespie, 709 Simpson St., Greensboro, N. C.
Class of 1894—Walter Grabs, Bethanio, N. C.
Class of 1895—Mrs. E. R. Michaux, 123 Tate St., Greensboro, N. C.
Class of 1896—Mrs. Addie Wilson Field, 37 College St., Newman, Ga.
Class of 1897—T. Gilbert Pearson, New York, N. Y.
Class of 1898—Herbert Petty, Crocker-Wheeler Elec. Mfg. Co., Ampere, N. J.
Class of 1899—W. W. Allen, Philadelphia Nat'l Bank, 421 Chestnut St., Philadelphia, Penn.

- Class of 1906—Lacy Lee Barbee, Lexington, N. C.
Class of 1901—Emma King, Cosmopolitan Club, New York, N. Y.
Class of 1902—Clara I. Cox, 514 Hillcrest Drive, High Point, N. C.
Class of 1903—Ida E. Millis, Guilford College, N. C.
Class of 1904—Katharine C. Ricks, Guilford College, N. C.
Class of 1905—Mrs. David B. Stafford, 307 Mendenhall St., Greensboro, N. C.
Class of 1906—Mrs. O. J. Coffin, Chapel Hill, N. C.
Class of 1907—Dr. A. Wilson Hobbs, Chapel Hill, N. C.
Class of 1908—Mrs. F. P. Sparger, Mr. Airy, N. C.
Class of 1909—Mr. A. A. Dixon, State College, Raleigh, N. C.
Class of 1910—Edward S. King, State College, Raleigh, N. C.
Class of 1911—Annie B. Benbow, Friendly Road, Greensboro, N. C.
Class of 1912—John B. Woosley, Davie Woods, Chapel Hill, N. C.
Class of 1913—Mrs. J. Russell Wood, Box 793, Wilmington, N. C.
Class of 1914—Paul Nunn, 221 West Fifth St., Winston-Salem, N. C.
Class of 1915—Mrs. J. F. Barden, Goldsboro, N. C.
Class of 1916—Charles T. Lambeth, 198 Stafford Building, Greensboro, N. C.
Class of 1917—Mrs. John B. Woosley, Davie Woods, Chapel Hill, N. C.
Class of 1918—Deborah M. Brown, Ahoskie, N. C.
Class of 1919—Georgeanna Bird, Thomasville, N. C.
Class of 1920—Dr. Norman A. Fox, 434 Jefferson Standard Bldg., Greensboro, N. C.
Class of 1921—A. I. Newlin, Guilford College, N. C.
Class of 1922—J. Hugh White, Route 3, Winston-Salem, N. C.
Class of 1923—Helen Bostick, Wilkesboro, N. C.
Class of 1924—Mrs. Edgar Morrow, Route 1, Greensboro, N. C.
Class of 1925—John O. Reynolds, 413 N. Main St., Burlington, N. C.
Class of 1926—Hazel Coltrane, Trinity, N. C.
Class of 1927—Elton Warrick, Goldsboro, N. C.
Class of 1928—Byron Haworth, 307 Security Bldg., High Point, N. C.
Class of 1929—Scott Parker, 212 Hillcrest Drive, High Point, N. C. *J. L.*
Class of 1930—Hale Newlin, Jefferson Standard Life Insurance Co., Greensboro, N. C.
Class of 1931—Ernest Scarboro, 512 Fifth Ave., Greensboro, N. C.
Class of 1932—Bera Brown, 203 East Green St., High Point, N. C.
Class of 1933—David Parsons, 614 Farris Ave., High Point, N. C.
Class of 1934—Samray Smith, Guilford College, N. C.
Class of 1935—George Parker, Riverside Mfg. Co., Murfreesboro, N. C.
Class of 1936—James Fulp, P. O. Box 198, Newberry, S. C.

ALUMNI CHAPTER REPRESENTATIVES

- Asheville—Elizabeth Parker, Black Mountain, N. C.
Burlington—William Lee Rudd, 510 Front St., Burlington, N. C.
Charlotte—Gurney Frazier II, N. C. State Auto Asso. Charlotte, N. C.
Durham-Chapel Hill—Dr. A. Wilson Hobbs, Chapel Hill, N. C.
Goldsboro—Grey Herring, Goldsboro, N. C.
Greensboro—David J. White, 232 W. Market St., Greensboro, N. C.
Greenville—K. T. Futrell, Box 481, Greenville, N. C.
Guilford College—S. E. Coltrane, Guilford College, N. C.
Hertford—Mabel Lane, Route 1, Belvidere, N. C.
High Point—Byron Haworth, Security Bank Bldg., High Point, N. C.
Lenoir—John S. Downing, Box 96, Lenoir, N. C.
Lumberton—W. A. Gilchrist, Elizabethtown, N. C.
Mt. Airy—Clifton C. Pearson, Mt. Airy, N. C.
New Bern—Mrs. Pearl D. Richardson, New Bern, N. C.
Raleigh—Mrs. Helen R. Wohl, 201½ Groveland Ave., Raleigh, N. C.
Troy—Vivian R. White, Biscoe, N. C.
Walnut Cove—Claudia Neal, Walnut Cove, N. C.
Wilkesboro—Louise Melville, North Wilkesboro, N. C.
Wilmington—Mrs. J. Russell Wood, Box 793, Wilmington, N. C.
Wilson—Mrs. G. L. Herring, 307 Hill Street, Wilson, N. C.
Winston-Salem—Paul Nunn, 221 W. 5th St., Winston-Salem, N. C.
Woodland—A. G. Otwell, Ahoskie, N. C.
Southern New England—Warren Bezanson, Teachers College of
Conn., New Britain
Jacksonville, Fla.—Mary Frei, 2736 Herschell St., Jacksonville, Fla.
Miami, Fla.—Herbert Sawyer, Evans Mershon & Sawyer, First Na-
tional Bank Bldg., Miami, Fla.
Atlanta, Ga.—Dr. Frank Lamons, 1054 Oakdale Road, Atlanta, Ga.
Ohio—William Srofe, Leesburg, Ohio
South Carolina—Eurie E. Teague, 1413 Bull St., Columbia, S. C.
Franklin, Va.—Doris E. Joyner, 208 Fourth Ave., Franklin, Va.
Richmond, Va.—J. Hoge Ricks, 1115 E. Clay St., Richmond, Va.
New York—Herbert C. Petty, Crocker-Wheeler Electric Mfg. Co.,
Ampere, N. J.
Philadelphia, Pa.—William A. Wolff, Ayer Lab., Penn., Hospital, 8th
and Spruce Sts.
Washington, D. C.—Rawleigh Tremain, 803-6 Woodward Building,
Washington, D. C.
Birmingham, Ala.—Paul Reynolds, Birmingham-Southern College,
Birmingham, Ala.

PROJECTS FOR THE CENTENNIAL

Improved Library Facilities:

- A. Departmental libraries Sociology—Dr. Mark Mills
- B. Original manuscript collections
- C. Endowment for purchase of new issues of especial interest or import.

Museum or Hall of Natural History and Natural History material
Vivarium and Greenhouse

Special departmental equipment for instruction

Remodeling and addition to Memorial Hall

Remodeling and addition to King Hall

Improved Athletic Facilities Class of 1914 and Monogram Club

- A. Gymnasium
- B. Tennis Courts
- C. Playing Field

Students Affairs Building 1936 and Student Body

Infirmary

Service Buildings:

- A. New farm building on changed location
- B. Shop for wood and metal work
- C. Completion of central heating system

Campus Improvement:

- A. Flagstone walks class walks
 - a. Center of campus and landscaping of Memorial Circle
..... Class of 1931
 - b. Center of campus to Library Class of 1922
 - c. Center of campus to King Hall
 - d. Center of campus to Mary Hobbs Hall, etc.
- B. Roads improved

Outdoor ampitheatre Dramatic Council

Lily pool and rock garden Class of 1910

Endowed professorships

Campus lighting Class of 1935

Memorial drive John Van Lindley

West entrance memorial marker Class of 1933

Memorial portraits

Dr. Hobbs

Dr. Binford President Milner

Dr. Newlin

Miss Louise Osborne Class of 1913

Paintings and other works of art

Scientific equipment

Scholarship endowment—\$1,000, each paying \$50.00

Endowment of foreign exchange scholarship—\$10,000

Memorial funds	Dr. Perisho	Prof. Davis
	Miss Louise	Dr. and Mrs. Hobbs
	Dr. Nereus Mendenhall	

Bequests

Annuities

Lectureship endowments

Unrestricted endowment funds

Electronic organ for chapel	Choir Guild
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SPECIAL GIFTS COMMITTEE

Dudley D. Carroll ('07) Univ. of North Carolina, Chapel Hill, N. C.

Herbert Petty ('98) Crocker-Wheeler Elec. Mfg. Co., Ampere, N. J.

Paul Nunn ('14) 221 West Fifth St., Winston-Salem, N. C.

Robert P. Dicks ('04) Rockingham, N. C.

Raymond Binford, Guilford College, N. C.

H. Sinclair Williams, Concord, N. C.

Ernest Lewis, 921 Madison Avenue, New York, N. Y.

P. A. Hayes, 405 Meadowbrook, Greensboro, N. C.

Hugh Moore, 20 South Twelfth St., Philadelphia, Penn.

David Blair, Transportation Building, Washington, D. C.

Alva Lindley, 909 Franklin Street, Wilmington, Del.

A. K. Moore, 405 North Mendenhall St., Greensboro, N. C.

Robert Frazier, Banner Building, Greensboro, N. C.

Clifford Frazier, Banner Building, Greensboro, N. C.



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GUILFORD COLLEGE BULLETIN

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Twentieth Summer Session

JUNE 1-AUGUST 2, 1937



OBJECTIVES OF GUILFORD COLLEGE SUMMER SESSION

1. To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.
2. To give to teachers courses that lead to certification.
3. To encourage leisure reading for and preparation of the cultural resource courses.
4. To offer special training in Music for students of high school and college rank.

COURSES OFFERED

BIOLOGY

Dr. Eva G. Campbell

- BIOLOGY 1-2.
Three hours credit. To be arranged.
- BIOLOGY 11. *Biology Seminar.*
Three hours credit. To be arranged.
- BIOLOGY 115. *Physiology and Hygiene.*
Two or three hours credit. Second period.
A course in the fundamentals of hygiene and health education.

CHEMISTRY

Dr. Harvey A. Ljung

- CHEMISTRY 3. *Qualitative Analysis.*
Three hours credit. Fourth period.
- CHEMISTRY 6. *Quantitative Analysis.*
Three hours credit. Third period.
- CHEMISTRY 7-8. *Organic Chemistry.*
Six hours credit. First and second periods.

EDUCATION

Professor F. Carlyle Shepard

- EDUCATION 1. *Classroom Management.*
Three hours credit. Third period.
- EDUCATION 11. *Principles of Secondary Education.*
Three hours credit. Sixth period.

ENGLISH

Associate Professor Dorothy L. Gilbert

- ENGLISH 3-4. *Survey of English Literature.*
Six hours credit. First and second periods.
- ENGLISH 8. *American Literature.*
Three hours credit. Fourth period.

HISTORY

Professor Algie Newlin

- POLITICAL SCIENCE 23-24. *American Government.*
Six hours credit. Third and fourth periods.
- HISTORY 5-6. *American History.*
Six hours credit. First and second periods.

MATHEMATICS

Dr. E. Garness Purdom

MATHEMATICS 1-2. *College Algebra.*
Six hours credit.

First and second periods.

MATHEMATICS 3-4. *Mathematical Analysis.*
Six hours credit.

First and second periods.

PSYCHOLOGY AND PHILOSOPHY

Dr. Clyde A. Milner

Dr. A. D. Beittel

Professor F. Carlyle Shepard

Associate Professor Ernestine C. Milner

PSYCHOLOGY 6. *Educational Psychology.*
Three hours credit.

Third period.
Professor Shepard

PHILOSOPHY 14. *Philosophy of Religion.*
Three hours credit.

Third period.
Dr. Milner

PHILOSOPHY 10. *Aesthetics; Appreciation of Art.*
Three hours credit.

Fifth period.
Mrs. Milner

PHILOSOPHY 103-104. *A Survey of Religious and Philosophical Thought.*
Six hours credit.

First and second periods.
Dr. Beittel

PHYSICAL EDUCATION

Courses in Physical Education for men and for women will be offered.
One hour credit.

4:00-5:00 each afternoon.

FRENCH

FRENCH 3-4. *Intermediate Course.*
Six hours credit.

First and second periods.

MUSIC

Dr. Ezra H. F. Weis

Special courses in music, vocal and instrumental, will be offered for high school students and for special students of college rank and teachers as follows:

HIGH SCHOOL STUDENTS

Class Voice: Voice development and solo singing.

Piano: Class or private lessons with ensemble playing.

Instruments: A beginning band for all instruments.

SPECIAL STUDENTS AND TEACHERS

Methods: High school bands, orchestras, choral groups.

Choir Organization: Church music and general conducting.

Other courses if there is sufficient demand.

Any reasonable shift in the plan of courses will be made to meet the needs of each individual registered. Additional work in the above fields or other fields will be offered upon sufficient demand.

SCHEDULE OF CLASSES

Classes are scheduled to meet each week day morning from 7:45 to 12:15. There are five standard class periods before noon and three during the afternoon. The afternoon classes are scheduled from 1:15 to 4:00.

Summer School Assembly will meet each Wednesday morning from 11:50-12:15.

LIVING ACCOMMODATIONS AND EXPENSES

Young men live in Cox Hall and young women in Founders Hall, and all eat in the dining room in Founders Hall. Everything possible is done to build up an atmosphere of study, an undertaking which is made easier by the absence of outside activities which occupy so much time in the regular year. A number of tennis courts and the beautiful woods and hills of the college campus, however, offer adequate opportunity for exercise and recreation.

The expenses of a summer school student are approximately ten dollars a week, and of course would be much less for a student who could live at home. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration, \$5.00; Tuition, \$4.00 a credit hour; Board, \$45.00; Room, \$10.00. Students wishing laundry done at the College may obtain this service for five dollars for the session.

For further information address:

DIRECTOR OF THE SUMMER SESSION,
GUILFORD COLLEGE,
GUILFORD COLLEGE, N. C.

